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ABSTRACT The primary data gathering instrument for Project EDNEED (Empirical Determination of Nationally Essential Educational Data) is contained in this second five-volume final report. The instrument consists of a list of questions and associated informational elements grouped into 18 files, and can provide a basis, used as a preliminary source book, for the development of vocational education information needs assessment studies at the state and local levels. File content and structure, are addressed to public vocational education, covering only those students, curriculum, staff, property, and expenditures directly associated with public controlled vocational education. The files include the following categories: Vocational curriculum and instructional characteristics; vocational curriculum expenditures by activities, by local assignments, and by object; vocational student characteristics; characteristics of the vocational completer/early leaver; local education agency (LEA) vocational staff member characteristics; LEA vocational property characteristics; local school characteristics; LEA characteristics; characteristics of the LEA vocational service /area; vocational education characteristics of the state education agency (SEA); SEA vocational expenditures by activities, by assignment, and by object; SEA vocational staff characteristics; SEA vocational property characteristics; and general characteristics of the state. Key definitions are appended. (TA)

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DATA NEEDS IN VOCATIONAL EDUCATION

Volume II Project EDNEED Classification of Information D. W. Drewes, J. T. Nerden, G. W. Porter

FINAL REPORT VOLUME II .

Project No. V0306VZ

"The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups"

Grant No. OEG-0-74-1654

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Research Project in Vocational Education Conducted Under Part C of Public Law 90-576

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March 1976

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Project EDNEED is deeply indebted to scores of agencies and literally hundreds of individuals who contributed freely of their time and expertise in order that the project could be completed. Many of the persons who rated and checked the Classification document and their respective agencies are listed as participants in the reports of the various conferences. Mearly fifty staff persons from the American Vocational Association; the National Advisory Council on Vocational Education; the National Center for Educational Statistics; the National Institute of Education; the Bureau of Labor Statistics, U. S. Department of Labor; and the U. S. Office of Education reviewed the "Preliminary Taxonomy" and collectively made hundreds of suggestions for its modification and improvement into what became the conference edition of the Classification document.

Of these agencies, the U. S. Office of Education and particularly the Bureau of Occupational and Adult Education deserves special mention. Personnel from every division in the Bureau were involved in some way in the project. Input into major project decisions in the form of advice and counsel is gratefully acknowledged from Deputy Commissioner William F. Fierce, Associate Commissioner Charles H. Buzzell, Division Director Howard Hjelm, Branch Chief Glenn Boerrigter and especially from Jack Wilson, Project Monitor.

Finally, appreciation is gratefully extended to the former Project Disector, Dr. Robert L. Morgan, and to the more than thirty present and former Center for Occupational Education staff members, without whose efforts and dedication the project could not have been brought to fruition.

G. William Porter Project Director

PROJECT SUMMARY

Purpose and Objectives

development of a basic information system for vocational education.

The project had three purposes: (1) to determine, empirically, the extent to which selected data questions represent the vocational education informational needs of users at the national, state and local levels; (2) to prioritize the data questions according to their degree of relative importance across levels and within levels by use category (planning, operation, evaluation, finance and budgeting, reporting requirements, public information); and (3) to determine similarities in information needs across levels and use categories.

The central premise of the project was that once the information needs were determined and prioritized, a basic core of data questions and associated information elements could be empirically derived which would meet the shared informational needs of the three levels on a priority basis. The size and composition of the core would be a function of the need priority and the amount of resources available for allocation.

The three project purposes were translated into four operational objectives, each of which served to identify a milestone phase of the project. The phases and their accompanying operational objectives are as follows:

<u>Phase I</u> - To identify important questions in vocational education and those information elements necessary to provide answers to the questions.

Phase II - To refine the data questions and information elements

(identified in Phase I) through the involvement of selected

national user groups; to define each information element; and to

collect data on national needs.

Phase III - To determine empirically the relative need for each of the data questions (by use category) through ratings by representative state and local data users. To further review and critique the questions and information elements and to identify and provide recommendations for the resolution of problems and issues associated with the future development of a national vocational education information system.

Phase IV - To analyze the ratings to determine priority data needs across levels (local, state and national) and uses (planning, operation, evaluation, finance and budgeting, reporting requirements and public information). To produce a final report of the results.

Procedures

The major steps in each of the four phases are shown graphically in Figure 1. In Phase I, two approaches to the identification of sources were utilized: first, a literature review and second, direct visitation to various potential user groups. Over 100 individuals representing more than 50 national, state and local agencies and organizations who were expected to have needs for vocational education data were contacted in an effort to identify recurring questions at administrative and policymaking levels. A secondary purpose of the agency contacts was to explain the project and secure the support of agency representatives for subsequent

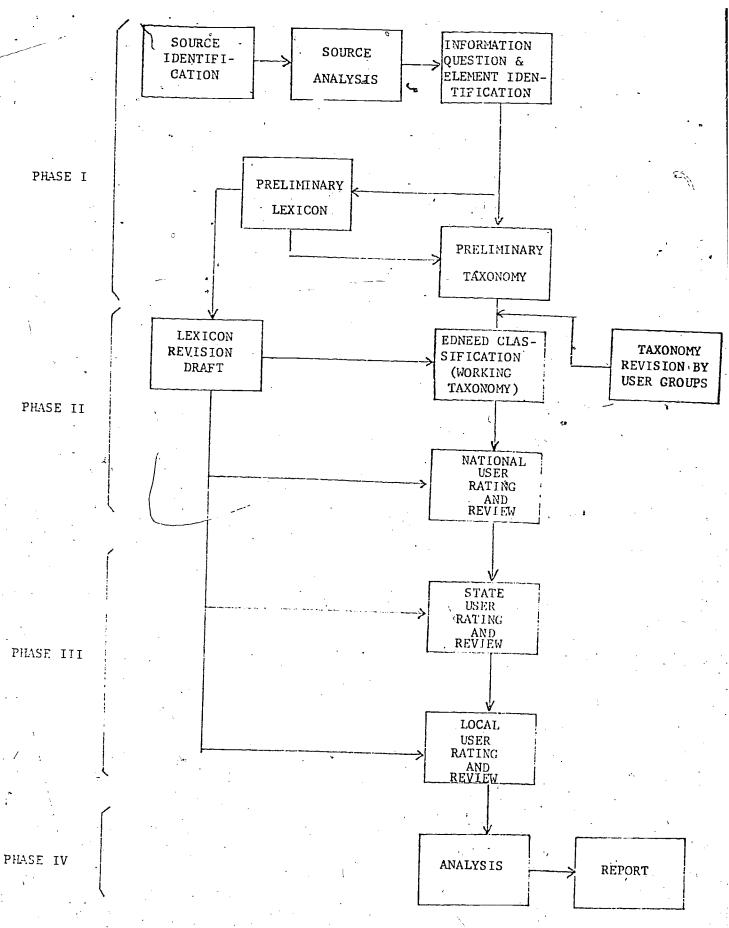


Figure 1. Products and Procedures by Phase

participation in Phase II. To facilitate this purpose a 35mm slide presentation was developed and used widely to disseminate information about the project.

As questions were identified, each was analyzed to determine those information elements from various sources which if known, could serve to answer the questions. Broad questions were broken down into components which could be answered by a single information element or group of information elements. Thus, whether a state provided for, or emphasized, one or more of the many types or levels of vocational education, the information elements were designed to allow for full coverage of elementary, secondary, postsecondary, adult, handicapped, disadvantaged and other specialized offerings.

A detailed taxonomy of information elements of potential utility to national, state and local user groups (an interim report) was prepared and was ready for in-house review in late January, 1975. This draft document, entitled "Project EDNEED: Preliminary Taxonomy for the Development of a National Vocational Information System," consisted of 20 informational files. A file was defined as a collection of similar information elements. The files were in turn organized into five parts or classes to reflect the organizational structure of the vocational education delivery system. Following a rigorous in-house review, the "Preliminary Taxonomy" was delivered in Phase II to representatives of six user groups selected for their centrality to vocational education data needs. An abundance of suggestions were received, focusing mainly in two areas (a) changes in the structure and organization of the document and (b) addition of data questions and information elements.

As a result of this review by the six selected national agencies, an intensive effort was mounted by Center staff to incorporate the suggestions into a completely revised taxonomy in time for revieu, rating and checking by the conference of national users scheduled for mid-March in Annapolis, Maryland. The revised document was entitled Project EDNEED: Classification of Information for the Development of a National Vocational Information System and comprised Volume II of the Project EDNEED Final Report. Referenced hereafter as the Classification document or the EDNEED Classification, this revised document differed substantially from the original "Preliminary Taxonomy." The five-part division was replaced by a four-level division with connecting files, making the aggregation potential more explicit. The number of files was reduced from 20 to 18, and nearly 1,00 new information elements were added. The most striking change, however, occurred as a result of the arrangement of the information elements as subtopics or possible answers to data questions. Thus, the conference edition of the EDNEED Classification included 323 questions as well as 2340 information elements. For each of the 323 questions, respondents were asked to check whether or not their agency presently asked the question or would ask it if the information were available. If a respondent checked either of the above, he/she was then asked to indicate (on a six-point scale ranging from "no importance" through "critical importance") how important the question was for each of six use categories: planning, operations, evaluation, finance and budgeting, reporting requirements and public information. The raters were further asked to indicate for each question checked, those information elements associated with that question that were needed to answer the question.

An engoing effort was maintained during Phases I and II to produce a Lexicon of definitions of key terms used in describing the data questions and information elements. Draft copies of the revised Lexicon were available for use by the national data users at the Annapolis Conference as well as for subsequent conferences in Phase II. Production of the report of that conference marked the end of Phase II.

Phase III consisted of three similar conferences, one for state level user group representatives and two for local level users. As at the national level, state and local conferees were presented with the EDNEED Classification document in advance of the conference and asked to check those data questions needed and to rate each one checked according to its importance for each of the six use categories indicated previously. At each of the conferences, participants were asked to make suggestions and recommendations in three areas: (a) the adequacy of the Classification document; (b) the identification of problems and issues to be encountered in the development of a basic vocational education data system; and (c) the generation of solutions to the problems. Detailed reports of all four conferences are contained in Volume IV of the EDNEED Final Report.

Phase IV consisted of the completion of the conference reports, the design of a plan for the analysis of the data generated by the rating and checking process, the analysis of the data and the production of a five-volume final report. Entitled <u>Data Needs in Vocational Education</u>, each volume of the final report is subtitled as follows:

Volume I Summary of Procedures and Results

Volume II Project EDNEED Classification of Information

Volume III Project EDNEED Lexicon

Volume IV Issues and Recommendations
Reports of the EDNEED Conferences

Volume V Data Analysis: Procedures and Results.

For more detailed information about any aspect of the study, the reader is referred to the appropriate volume.

Findings and Results

Although summarized in detail in Volume I, the results of the project are reported in Volumes IV and V. Only the highlights are presented here.

- A national system for vocational education data collection with emphasis on uniformity of data and format is critically needed.
- Standardized national definitions for data elements must be of the highest priority.
- A national data system will require federal funding and support.
- "Change" must be incorporated as a characteristic for any vocational education data system. Additions and deletions of data will be constant.
- The extent to which data will be used, by whom, and for what purpose must be established early, as well as the locus of control and physical location of the system.
- There appears to be little coordination among existing data systems, or among data producers and data users.
- Consideration must be given to the already heavy "data burden" on state and local education agencies. Statistically sound sampling is an alternative worth exploring in this regard.
- State vocational education agencies are both data producers and data users. The data burden problem falls most heavily on

- their shoulders and they appear reluctant to become involved in activities which might increase the burden.
- A definitive study of data sources now in place is crucial. Any national data system should be designed to use every available data source. Only data which are highly needed but not currently available should be added.
- A national data system should provide a means for ensuring that data aggregated upward from local education agencies could be directed back to them in a timely and meaningful way. Local administrators indicated that this is often not the case at present, even with their own state MIS's.
- Vocational educators must learn to measure fitness for employment of graduates and early leavers in terms of their acquired,
 and demonstrable competencies rather than in terms of courses
 taken and hours spent in classrooms, labs and shops. Such
 measurement data in a system could provide a basis for accurate
 studies of the costs of instruction vs. the benefits of placing
 people in employment.
- Local education agency data users have a greater need for curriculum information than either national or state users.
- State users have less need for data on student characteristics than either national or local users.
- Local data needs are more congruent with a national orientation than a state orientation.
- State data needs are more congruent with a national orientation than with a local orientation.
- National data needs are more congruent with a local orientation than a state orientation.



- Information on the characteristics of the curriculum and instrucational processes was the most important category of information need across all levels and uses.
- Information concerning the characteristics of vocational program completers and early leavers was the most important category of informational need over all uses at the national level.
- Information on the characteristics of the curriculum and instructional processes was the most important category for both local and state users over all uses.
- of vocational education at the "grass roots." At all levels, users are most interested in knowing who is being served, what they are being served, and what happens as a result of their being served.
- National data needs for planning, evaluation, reporting requirements and public information are distinct from national needs for operations and finance/budgeting data.
- State data needs for planning, operations, finance/budgeting and reporting requirements differ from state data needs for evaluation and public information.
- Local needs for data appear to be relatively consistent across-

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OVERVIEW

Project EDNEED is funded by the United States Office of Education under Part C of the Vocational Education Act. The purposes of this project are: (1) to determine the informational elements which satisfy the shared vocational education informational nee national, and and local user groups; (2) to priorit the derived information elements according to the degree of shared importance across user groups; and (3) to determine similarities in informational needs across user groups. The determination of priorities based on common user needs represents the first step toward the future development of a basic Vocational Education Data System.

Project EDNEED is divided operationally into four phases: (1) the identification of data questions and those information elements that will answer the questions; (2) the refinement of the format of the data questions and informational elements; (3) the determination of the importance and use of the questions and the informational elements needed to answer each question by user groups; and (4) the analysis of the results and the production of a final report.

The emphasis throughout the study is to insure that the priorities attached to questions and informational elements are reflective of user needs. In the first phase, an initial pool of questions and information elements were identified through personal contacts with user groups and review of secondary sources including the NCES Handbook Series, Common Core of Data, Project Baseline, Vocational Education Legislation, Office of Education Vocational Data Collection Forms, State Vocational Education Data Collection Forms, publications of the American Vocational Association and other professional vocational education organizations, reports of Congressional hearings and census publications. The prime reference sources were the handbooks developed under the aegis of the National Center for Educational Statistics because (1) they contain a wealth of materials of value in an analysis of education informational needs; (2) they represent a cooperative federal-state effort to improve the quality of educational data.

In the second phase of the project, six organizations centrally involved with vocational education at the national level reviewed the information elements for adequacy of scope and sufficiency of detail, breadth and depth. Completion of the second phase requires an intensive review and critique of the questions and associated information elements by a wide spectrum of agency representatives, authorized to speak to the vocational informational needs of their constituencies.



Designated representatives of some 40 agencies sharing a common interest in vocational education have been invited to participate in a working confere of on Determination of

Nationally Essential Education in Annapolis, National Education in Anna

The purposes of the same ore three-fold:

- 1. To review and critique the assembled questions and informational elements.
 In fulfilling this purpose, it is anticipated that the conference should determine:
 - a. whether the information in the classification adequately reflects the need for information concerning vocational education as expressed by education, government, business and industry spokesmen;
 - b. whether the informational elements are clearly and understandably stated;
 - c. whether informational elements should be added, deleted, reworded, or modified; and
 - d. whether the structure of information is adequate. If not, now should it be modified?
- 2. To identify issues and problems associated with the design, inauguration and operation of a nationwide system of vocational education information.
- 3. To provide recommendations as to how the issues and problems identified may be resolved, with special emphases on:
 - a. the steps needed to insure that a national vocational education information system is responsive to the special needs of constituency groups;
 - b. methods of interfacing a national system with already existing data systems so as to maintain the integrity of the information with minimum restructuring of existing systems;
 - c. currently existing sources of information not previously identified which could be utilized; and
 - d. improved use of information in policy formulation and evaluation.

Classification Structure

The major input to the conference is a list of questions and informational elements required to answer these questions. Questions were included under the assumption that information needs can be more validly assessed when presented as answers to important questions than when presented as a "laundry list" of choices. These questions and associated informational elements were grouped into eighteen files. Each file represents a class of related informational

elements about a topic, e.g., staff, property, students. In the files, informational elements are referred to as characteristics of the file topics, i.e., staff characteristics, property characteristics, student characteristics.

The files follow the hierarchial organization of public education. That is, there are files pertaining to the curriculum, the school, the local education agency and the state education agency. The logical structure of the file organization is depicted in Figure 1. It is important to note that curriculum is the "link-pin" in that students, LEA staff and LEA property are Linked through the school to the curriculum in which the student is enrolled: the staff assigned to that curriculum; and the property allocated to that curriculum. Since a student is enrolled in at least one curriculum, a curriculum is located in a school, a school is attached to a local education agency (LEA), and a local education agency is situated in a state, it is possible to aggregate all information upwards from the student to the state level.

The files will be briefly described on the following pages. A list of key definitions is presented in the Appendix to facilitate understanding of the file content and the logic inherent in the file structure. It is important at this point to emphasize that the file content and structure is addressed to public vocational education. Thus, the files cover only those students, curriculum, staff, property, and expenditures directly associated with publicly controlled vocational education. The selection of expenditure accounting as opposed to accural accounting reflects the historical preference of education for expenditure accounting.

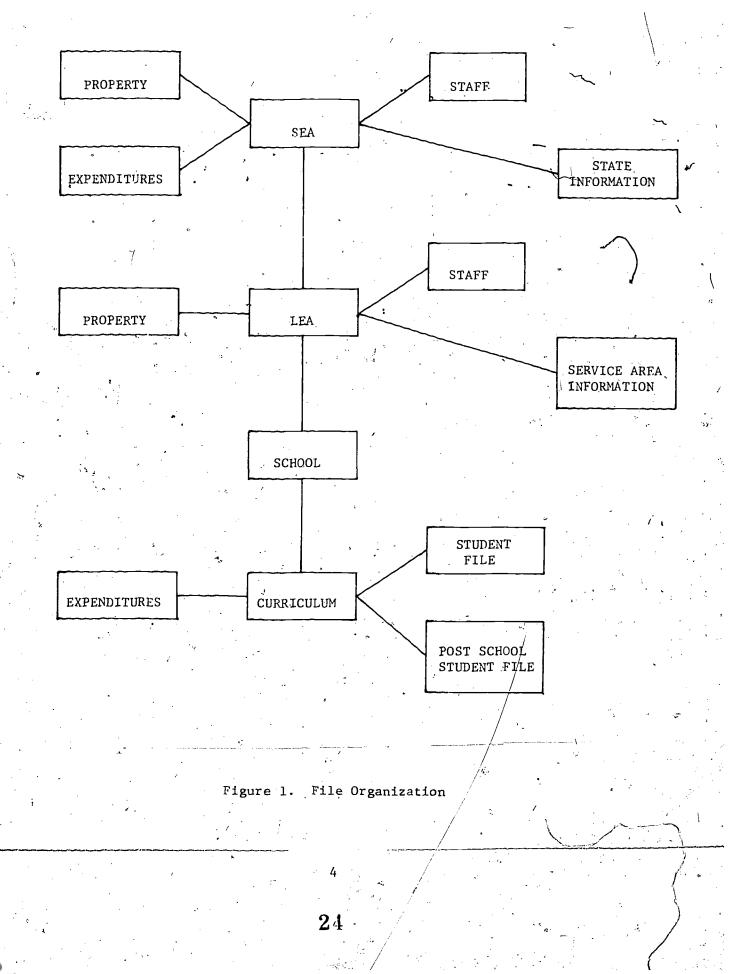
File 1: Vocational Curriculum and Instructional Characteristics

Refers to characteristics descriptive of a specific vocational education curriculum in a specific school (e.g., auto mechanics). Characteristics include the identity of the curriculum in terms of its location, program area (e.g., Trade and Industry or Home Economics), program level (e.g., elementary, secondary, postsecondary, adult or other); accrediting and approval status; entrance and completion requirements; the planned instructional outcomes; instructional media and methods; procedures for evaluating outcomes; occupations trained for in the curriculum; and post-school outcomes. Also included are characteristics of buildings utilized by the curriculum; staff allocated to the curriculum; expenditure information and curriculum advisory committees information.

File 2: Vocational Curriculum Expenditures by Activity

Refers to the expenditures for a specific curriculum in terms of the activities staff members perform in carrying out their assigned responsibilities in a secondary, postsecondary, adult conspecial vocational facility. Included are expenditures for classroom, laboratory, and related technical instructional activities that support instruction such as administration,





counseling and guidance, and curriculum development. While not expenditures in the strictest sense, transfer payments such as student stipends, employer reimbursements and payments to other LEAs are included for completeness. Debt service expenditures allocated to the curriculum are also included.

File 3: Vocational Curriculum Expenditures by Local Assignments

Refers to the expenditures for a specific vocational curriculum in terms of the duty assignments performed by local vocational education staff. Major assignment classifications include instruction, administration, instructional and pupil support services, and community support. Expenditure information includes transfers and debtereduction.

File 4: Vocational Curriculum Expenditures by Object

Refers to the expenditures for a specific curriculum in terms of such objects of expenditure as salaries, employee benefits, purchased services, supplies and materials, equipment, land and buildings. Also includes the expenditures for the debt service and transfer payments.

File 5: Vocational Student Characteristics

Refers to the characteristics of a specific vocational education student. Characteristics include age, racial and ethnic origins, cultural background, socioeconomic background, physical condition, curriculum enrollment membership and attendance data, test information, future education and career intentions and employment history while in school.

File 6: Characteristics of Vocational Completer/Early Leaver

Refers to the characteristics of completers and/or early leavers from vocational education curricula. Included are those who graduate and those who withdraw from school prior to completion of the curriculum. Includes characteristics regarding current status, e.g., employed, going to school, military, etc. Employment information includes such items as current employment status, earning on his past and current job, and current employer's evaluation of job performance.

File 7: Local Education Agency Vocational Staff Characteristics

Refers to the characteristics descriptive of vocational education staff. Includes personal characteristics such as age, sex, and marital status; level of education; credentials held; work experience; educational experience; position title; activities performed; curriculum assignment; and such other job-related characteristics as salary, fringe benefits, etc.

File 8: Local Education Agency Vocational Property Characteristics

Refers to the characteristics of the property used in the conduct and/or support of vocational education in a school or LFA. Includes such factors as location of site; ownership of site; cost of site; uses made for vocational purposes; numbers of buildings on the site and their instructional characteristics. Also included is information concerning equipment, supplies and materials located on the site(s) and their allocation to curricula.

File 9: Local School Characteristics

Refers to the characteristics of a school conducting vocational education.

Characteristics include the type of school by grade (elementary, high school, postsecondary) and by program offering (e.g., comprehensive high school); students served by the school; the curricula offered; school entrance requirements; characteristics of vocational staff assigned to the school; facilities of the school used for vocational purposes; available school support services; school expenditures; community school relations; and curricular information aggregated over vocational education curricula.

File 10: Local Education Agency Characteristics

Refers to the organizational characteristics of the public agency having administrative control and direction of vocational education. Contains such characteristics as number of schools operated; organizational structure of vocational education; vocational curricula offerings; total LEA staff and facilities; total student enrollment in vocational curricula; expenditures; community relations; and cooperative arrangements with external agencies.

File 11: Local Vocational Education Service Area Characteristics

Refers to the geographic area served by the LEA in terms of target population characteristics, the geographic coverage of vocational curricula, the employment characteristics of the population, and opportunities for employment. Also included are general economic characteristics, educational characteristics and other specialized information related to the service area.

File 12: Vocational Characteristics of State Education Agency

Refers to characteristics of the state agency having legal responsibility for the administration of vocational education. Characteristics include the total expenditures by federal, state and local sources for vocational education; methods used for allocating federal and state funds for vocational education to LEAs; total state enrollments, expenditures, completers/early leavers and staff related to the statewide vocational education program. Includes also aggregate LEA data as described in the LEA files.

File 13: State Education Agency Vocational Education Expenditures by Activities

Refers to the state level expenditures in terms of activities performed by state vocational education personnel in carrying out their specific job duties. Included are expenditures for general management activities, planning and research activities, improvement and approval of program activities, support services activities, agency operated schools activities, institution and consultation services activities, and nonprogrammed charges and debt services.

File 14: State Education Agency Vocational Education Expenditures by Assignment

Refers to the vocational education expenditures of a state education agency in terms of the duty assignments of the staff responsible for the state vocational education effort.

Major assignments include instruction and instructional support, pupil support, administration support, and community support.

File 15: State Education Agency Vocational Education Expenditures by Object (Service or Commodity)

Refers to and describes the expenditures by the state agency by object and expenditure. Includes expenditures for such services and commodities as SEA staff salaries and benefits; supplies and consumable materials; equipment; land and buildings; purchased services such as printing and binding; transportation costs; and telephone charges. Grants and subsidies to local education agencies and other educational segments of the state system are included for completeness.

File 16: State Education Agency Vocational Education Staff Characteristics

Refers to the characteristics of a state level staff member responsible for vocational education. Includes such biographical characteristics as sex, age, race, and physical condition. Also included are those characteristics that describe the professional education; educational experience; work experience related to the occupations offered within vocational education; credentials; salaries; employment status; position assignment; activity allocation; and source of funds used to support vocational staff members.

File 17: State Education Agency Vocational Education Property Characteristics

Refers to the property utilized by the SEA in the conduct and service of statewide vocational education. Includes characteristics of the property that describe the ownership of the property; its location geographically; costs of sites; acreage; condition of buildings on sites; areas within buildings; information on rooms (shops, classrooms, laboratories), equipment and library books. Also included is information on the allocation of state property by staff activities, staff assignments, program level and program area.

File 18: General Characteristics of the State

Refers to characteristics generally descriptive of the state as a geo-political entity. Included are population characteristics; vital statistics (e.g., births and deaths); households information (e.g., numbers and sizes); employment characteristics (e.g., opportunities, labor supply and demand); educational characteristics; economic characteristics of state government; local revenue bases for schools; and information on the availability of training slots external to vocational education.

INSTRUCTIONS FOR ASSESSMENT OF AGENCY NEEDS FOR VOCATIONAL EDUCATION INFORMATION

Each conference participant is expected to assess his agency's needs for vocational education information. In order to have ample opportunity to become familiar with the file structure and content, each participant is asked to complete the agency needs assessment prior to attending the conference.

Each file begins with a major content question termed <u>File Question</u>. File questions are broadly stated questions regarding characteristics of vocational education staff, property, students, curriculum, etc. Within each file there are subordinate questions termed <u>Data Questions</u> that address's more specific area. <u>Numbered Subfile Descriptors</u> follow next. The subfile is a class of information elements that will answer the data questions. Information elements are those specific items needed to answer the data questions.

The steps in completing this needs assessment instrument are as follows:

- Step 1. Fill out the background information form, then turn to File 1.
- Step 2. Read the file question and indicate by a check in one of the left-hand columns if either: (a) your agency presently asks the question, or (b) your agency would ask the question if the data were available. If <u>neither</u> of the columns is checked, this indicates that your agency <u>does not</u> have a need for information listed within that file. If your agency <u>does not</u> have need for any information in a given file, turn to the <u>next</u> file and continue.
- Step 3. If you have checked a need for information in a file, then for each data question in that file, check in one of the left-hand columns if either: (a) your agency presently asks the question, or (b) your agency would ask the question if the data were available. If neither of the columns is checked, this indicates that your agency does not have a need for the information required to answer that data question. If your agency does not have a need for the information required to answer the question, go on to the next data question in the file.
- Step 4. For each data question that is checked as <u>being</u> asked <u>or</u> that <u>would be asked</u>, rate the subfile descriptor on <u>each</u> of the six informational USES on the right of the page according to the importance of that use. Enter a rating from "1" to "6" as defined in the RATING SCALE according to <u>your</u> evaluation of the IMPORTANCE OF THE INFORMATION TO YOUR AGENCY NEEDS. If the information is <u>not</u> needed for a specific USE, leave the space blank.

NOTE: If you have checked a data question as instructed in Step 3, at least one <u>USE</u> category must receive a numerical rating. Only USES are to be rated numerically; check marks () should be used in all other situations requiring response.

Step 5. For each subfile descriptor that is rated, check the listed information elements that are NEEDEL by your agency to answer the data question.

Step 6. Continue to the next data question and repeat Step 3, 4, and 5 until the entire

file is complete. Then proceed to the next file and begin with Step 2 again.

In order to Surther clarify the process. In example is presented 5 .mw.

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- (V) () WHAT ARE VOCATIONAL CURRICULUM AND ENSTRUCTION CHARACTERISTICS? (FILE OUESTION)
- $ec{oldsymbol{
 u}}$ () How Is the Curriculum Identified Within Schools? (DATA OUESTION)
 - Ol Identification (SUBFILE DESCRIPTOR)

 Needed ()
 () Title
 () Curriculum and instructional code (INFORMATIONAL ELEMENT)
 () Program level
 () Program area
 () Type of student work program (if applicable)
 () School code
 () LEA code
 () Academic year

By checking the first of the left-hand columns, the respondent indicates that his agency asks the question "WHAT ARE VOCATIONAL CURRICULUM AND INSTRUCTION CHARACTERISTICS?" By checking the first of the left-hand columns on the data question, the respondent indicates a need for answers to the data question "How Is the Curriculum Identified Within Schools?" By rating the subfile descriptor, the respondent indicates that answers to the data question are of critical importance for planning and public information uses, of average importance for evaluation, and of no importance for the remaining uses. By checking the informational elements "Curriculum and instructional code" and "Program level" the respondent indicates that these informational elements are needed to answer the data question.

On the page opposite each file page, there is a form for comments concerning the file content.

Comments should reflect the conferee's critique of file content.

ACKGROUND INFORMATION FORM

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Repeated copies of this form for each file have been removed to reduce the number of pages in the document.



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	10 Planned Instructional Communical Scudent Outcomes	-() () ()) () (';
	() Awareness () Decupational information () Exploration () Emploration () Emploration () Manipulative skill: and theory () Mechnical and auxiliary knowledge () Citizenship competencies () Social competencies () Supplemental training () Job preparation (DOT numbers)	· ·	-			

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		11	Structure of the Curriculum	()	()	<i>(i)</i>	()	$C \rightarrow C$
			Needed (*) () Separate courses: admirete subjects or areas () Separate courses: termelated subjects or areas () Integrated cluster: () Core courses/instructional unit () "Project" structure with associated activities () Combination () Other					
()	$\langle \cdot \rangle$	What Ir	struction Media Are Tisea?			,		,
		12	Media of Instruction (Exlative Teacher Time Trent)	<i>(</i>)	()	()	()	()
		•	Needed (/) () Single teacher () Team of teachers () Tutorung () Independent study () Computer assisted instruction () On-the-job supervision () Educational T.V. () Home instruction () Other	į				
()	()	What Ir	structional Methods and Tan manques Ara Usent					: :
` '	` '		Methods and Techniques of Instruction (Relative Class. Time Spent))	()	()	()	() (
		***	Needed (V) () Comparative analymis () Demonstration () Diagnosis () Directed cosemulation () Discussion () Dramatization () Drill () Experimentation () Field experience () Field trip () Group work	,				
		•	() Laboratory experience () Lecture () Listening () Manipulative and tactile activity		Į.	. * ,	, • •	
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	()	What I	s the Basis	for Grouping in the	he Curriculum?				٠			\circ
		15.	Basis for	Grouning				<i>(</i>)	<i>(</i>)	()	()	()(
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()	()	What Persons or Groups Are Involved in Evaluation and/or Curriculum Improvement?						
		17 Persons or Groups Involved in Evaluation and/or Curriculum Improvement	 ()	()	()	ċ.	()	
,		Needed (🗸) () State Board for Vocational Education () State Educational Agency staff () State Advisory Council on Vocational Education () Local advisory committee (Vocational program)						
		() Local Board of Education or other local governing bodies () Local advisory committee (Vocational curriculum) () Central LEA staff	•					
	-	() School staff () National Accrediting Association () Regional Accrediting Association () Educators' organization () Consultants () Parents and/or legal guardians () Representatives of community interests () Students		-	<u>'</u> ->			
	e ⁿ	() Advisory committee () Other						
· ()	()	What Evaluation Procedures Are Used for Curriculum Evaluation?					:	
		Needed (() Frequency of evaluation () Data collection media () Use of data collection findings () Interpretation of outcomes	 ()	()	_/ ()	()	()	
()	()	What Aspects of the Curriculum Are Evaluated?	•					
	,	Needed () () Scope of instructional content () Sequence of course and instructional units () Articulation of elements () Appropriateness in terms of age of learners (depth			()		(*)	
		and breadth) () Currency () Others						

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() () What Aspects of Instructional and Supporting Services Are Evaluated?	
	()()()(
Needed (*) () Preparation of instructional staff () Experience of instructional staff () Certification status of instructional staff () Minimum qualification for employment	
 () Nature of staff assignments () Numerical adequacy of staffing () Staff performance in assignment 	٠.
 () Staff morale () Other staff characteristics () Resource services for students () Student personnel services 	
() Services for instructional staff() Other services() Administration/supervision	• .
() Facilities () Movable equipment () Supplies	
() Finances() Salaries and salary schedule() Community resources	
 () Medium of instruction () Method of instruction () Other aspects of instruction () Completion rate 	
() Attainment of planned instructional outcome () Post-school student outcomes () Characteristics of students served	•
() Community needs () Student needs	
() () What Are the Related Occupations for Which Training Is Provided in the Curriculum?	
21 Related Occupations () ()	
Needed () () Title(s) of related occupations () Occupations classification code used	-
() () What Is the Source(s) of Funding for the Curriculum?	
22 Source(s) of Funding() ()	\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc
Needed () () Dollar amount federal funding () Dollar amount state funding () Dollar amount local funding () Grant number () Common account number	
() Other 18	
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		23 Type of Funding A':lotted to Curriculum		()	()	()	()	()	()
		Needed () () Dollar ame ations by VEA funding categories				•	•		
()	()	What Are the Curriculus Expenditures?					•		
		24 Curriculum Expenditures	~	()	()	()	()	()	()
		Needed (*) () Total expenditure () By ammirating (see File 2) () By assurance (see File 3) () By unject (see File 4)					,		
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,		25 Unobligated Alliotmemts Cart ed Forward		()	() .	()	()	()	- 25 - (-)
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()	()	Whar Is the Curriculum Enrollment?							
		26 Curriculus Enrollment (See File 5)	``	()	()	()	(_)	()	()
		Needed (*) () Total enroulment by student characteristics (see File 5)							
		() Average daily membership (A.D.M.) () Average daily attendance (A.D.A.) () Total number of withdrawals by type	-		/ .		_		
٠		() Total number of early leavers by reason for leaving () Other					7/		
()	()	What Are the Post-Remool Outcomes of Curriculum Completers/ Early Leavers?			1	i			
j.	٠	27 Post-School Outcomes of Curriculum Completers/Early Leavers		()	CD	()	() ·	()	()
		Needed () () Total number by post-school outcomes (see File 6)							

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	What Equ	uipment Is	Assigned t	o the Curri	.culum?		•	•					•	
*	. 29	Equipment a	Assigned to	Curriculum	· · ·	<u> </u>			- ()	()	()	()) · (
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() ()	What Is	the Utilia	zátion of t	he Building	by the	Curriculú	m?		÷					
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()	()	How Is	the Curriculum Identified?						. ;	
		01	Identification — ——————————————————————————————————	· ·	()	()	(· [,])	()	()) (
			Needed (V) () Curriculum title () OE Instructional Code () Program level () Program area () Type of student work program () School code () LEA code () Academic year							
()	()		e the Expenditures for Instructional Activities Allocated Curriculum?	!						
		02	Instruction		() [']	()	()	()	()) (
			Needed (V) () Regular secondary curricula activities () Regular adult curricula activities () Regular postsecondary curricula activities () Disadvantaged secondary curricula activities () Disadvantaged adult curricula activities () Disadvantaged postsecondary curricula activities () Handicapped secondary curricula activities () Handicapped adult curricula activities () Handicapped postsecondary curricula activities () Handicapped postsecondary curricula activities			51				
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•			Needed (C) () Counseling/guidance activities () Student health activities () Psychological activities () Speech pathology and audiology activities () Student placement activities () Attendance activities () Social work activities					• 3		

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	()	What Ar to the	e the Expenditures for Nonprogrammed Charges Allo Curriculum?	eated :		
		08	Nonprogrammed Charges		<u> </u>	
			Needed (V) () Payment to other educational agencies () Student stipends () Employer reimbursement () Transfer of funds			

What Are the Expenditures for Debt Services Allocated to the $\operatorname{Curriculum}$

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			eded (V)			İ					
		() Counseling/guidance assignment) Psychologist assignment	7							٠.
,		() Registered nurse assignment								
٠.		. ()) Nurse aide assignment) Psychometrist assignment		•			٠		•	1
•	1	, (Guidance aide assignment		•					• • •	
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()	()	Chat Ar	e the Expenditures for Administrative Support Assignments							
•	()	Allocat	ed to the Curriculum?							
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		05	Administrative Support Expenditures	(•	()	()	()	()	()
			Needed (V)							•
			() Superintendent assignment				• • •			
			() Assistant/Deputy/Associate Superintendent assignment		-			-		
			() Principal assignment							٠.
		4	() President/Director assignment () Assistant Principal assignment							
			() Director/Dean assignment							
,		: '	() Supervisor/Director/Coordinator assignment						•	
/			() Administrative intern assignment () Administrative aide assignment							
1.	*		() Ombudsman assignment			•	4			
			() Formeman assignment						*.	
		•	() Accounting assignment () Amalyst assignment							٠.
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			() Personnel assignment	90						
			(, Registrar assignment							-
			() Smatistician assignment () Commputer operator assignment						·.	v.
			(Machine data processing assignment							
			() Secretary/clerk assignment						•	. 7
			() Clerical assignment () Bookkeeping assignment				7		, i	•
			() Attendance officer assignment							. :
			() Monitoring assignment			. '				
•									:	
·()	()	What Ar	e the Expenditures for Other Support Assignments Allocated							•
` .	//-		Curriculum?							
				•					· : .	
	.*	06	Other Support Expenditures	() ,	()	()		()	
		3,	Needed (•		* *	
•			() Dietitian/nutritionist assignment						•	- , ž
			() Evaluation assignment					•		
		•	() Planning assignment () Research and development assignment							
٠.			() Maintenance and operations assignment							
			() Custodian assignment							1.7
	•		() Food services assignment () Guard/watchman assignment							
,			() Stores handling assignment			. •			٠.	
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Agency Presently Asks Question	Agency Would Ask Question Data Were Available (V)	Blank No Importance 1 Significantly Below Average Importance 2 Somewhat Below Average Importance 3 Average Importance 4 Somewhat Above Average Importance 5 Significantly Above Average Importance 6 Critical Importance		Planning	Operation	ì	Evaluation		Finance and Budgeting		Reporting Requirements	Public Information.
()	$\langle \cdot \rangle$	What Are the Expenditures for Community Support Assignments Allocated to the Curriculum?										
		07 Community Support Expenditures	()	(j	.() ()	()	(\cdot)
** **		Needed (V) () Social work assignment () Public community relations assignment										
()	·()	What Are the Nonprogrammed Tharges Allocated to the Curriculum?										•
		Nonprogrammed Charges	—(•	(-)	. (-) ()	. (•	()
/		 () Payment to Other educational agencies () Student stipenc () Employer reimbursement () Transfer of funds 	_ /				r					
()	()	What Are the Debt Services Allocated to the Curriculum?					(4)					
		09 Debt Services	(•	()	`() (. >	(>	(·)
		Needed () () Redemption of principal () Interest	-									

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Blank 1 2 3 4 5	No Importance Significantly Below Average Importance Somewhat Below Average Importance Average Importance Somewhat Above Average Importance Significantly Above Average Importance Critical Importance	* .	Planning Operation	Evaluation Finance and Budgeting	Reporting Requirements

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()	() 1	WHAT.	ARE T	HE VOCATIONAL CO	URRICULUM EX	PENDITURES	BY OBJECT?									
()	. (), 1	How I	s the	Curriculum Idea	ntified?			٠.								
, ,			01	Ide	ntification —		·				١.	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	()	()	,	١.,	
				Nee	ded (V) Curriculum tit	tle					. , <u>(</u>	,	()			, (
				()	Program level Program area Type of studer		ram	•					. •		·.	4	
				()	School code LEA code Academic year		٤	•			•	. *	4	J 3	Pan,		
Ó	() 1	√hat /	Are E	openditures for	Salaries All	located to	the Curricu	lum?			÷					
			02	Sal:	aries					() (.)	()	()	٠ (·) ()
•	`".			()	ied (V) Regular salari Temporary sala Overtime (exte	ries	salaries	1.					•	U	• .		
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• .	٠		`04	Purc	hased/Services		· ;	<u> </u>)- ()	()	\bigcirc	(()_
				(·)	ed () Nonpayroll ins	tructional s	ervices										
					Nonpayroll adm Property servi	inistrative ces	support ser	vices								• /	
		3		()	Transportation Public relation Printing and b Tuition to other	ns services inding									•		, . }
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Agency Presently Asks Question	Agency Would Ask Question Data Were Available (//	Blank No Importance 1 Significantly Below Average Importance 2 Somewhat Below Average Importance 3 Average Importance 4 Somewhat Above Average Importance 5 Significantly Above Average Importance 6 Critical Importance	Plajning Operation	Evaluation	rinance and budgeting Reporting Requirement: Public information
Ą	Ag Da	FILE 5	1 4 6	EA EA	* K P4
\bigcirc		WHAT ARE THE VOCATIONAL STUDENT CHARACTERISTICS?	•		
()	()	How Is the Student Identified? Ol. Identification			
		Needed (V) () Student's legal name () Any other name () Student's address () Social Security number () Student identification number () Name and address of parent(s) () School number/code		() (
()	()	What Is the Sex of the Student?			
	* .	Needed () () Male () Female	· · · · · · · · · · · · · · · · · · ·	() () ()()
\mathbf{O}	()	To What Racial or Ethnic Group Does the Student Belong?			1
		03 Racial or Ethnic Group	()()	() () ()()
		Needed () () Caucasian () Black/Negro () Hispanic () Asian (Oriental) or Pacific Islander () American Indian/Alaska Native () Other racial or ethnic group			
···.	()	What Is the Age of the Student?	()()	- () () () ()
		Needed (V) () Date of birth () Age group of student			

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ently As	Ask 111al		Blank No Importance 1 Significantly Below Average Importance 2 Somewhat Below Average Importance 3 Average Importance		,			,		d Budgeting	٠.,	Koquiren	ormation.
Agency Presently Asks Question	ency Would		4 Somewhat Above Average Importance 5 Significantly Above Average Importance 6 Critical Importance	,	Planning		Operation		Evaluation	Finance and		Reporting Requirements	Public Information
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()	,(·)	Where	Is the Place of Birth of the Student?		•		. ′						
	*	05	Place of Birth	()	()	Ç) (•	() (
			Needed (V) () City	**									
		٠	() State () Country				,4						
	()	What I	s the Veteran Benefit Status of the Student?		,				١ .	•			
•		(mi)	Weteran Benefit Status	()	()	() ()	() (()
1			Needed ()		Ť		٠.						, ,,,
		•	() Eligible () Ineligible	•						-		,	•
()	()	What ^Y	s the Socioeconomic Background of the Student?										
. ,	` `	07	Socioeconomic Background		•	(· •	. ·) (<u> </u>	C.	;) (()
			Needed (V)		,	`			. '	•	`	•	
~			Needed (V) () Educational level of male parent/legal guardian/or responsible adult of domicile					. ,	ć.				
			() Educational level of female parent/legal guardian/or responsible adult of domicile					4					
	,	~	 Occupation of male parent/legal guardian/or responsible adult of domicile 			•		•				1.	
	-		 Occupation of female parent/legal guardian/or responsible adult of domicile 										
			 Employment status of male parent/legal guardian/or responsible adult of domicile 	<u>.</u>		·		•	-		a, ,	٠. '	
		•	() Employment status of female parent/legal guardian/or responsible adult of domicile	**.			•		,				
			 () Number of weeks unemployed during last five years-male parent/legal guardian/or responsible adult of domicile () Number of weeks unemployed during last five years 					•					
~		•	female parent/legal guardian/or responsible adult of domicile										•
	,		() Family income					-					
.()	~(.)		s the Cultural Handicap(s) of the Student?			Ţ.		,			•		,
•		08	Cultural Handicap(s)	(.)	' ()	. (.) (()	()	τ. ;
•		•	Needed (') () Culturally disadvantaged () Inability to speak language of instruction () Migrant children						•	,			
. • . سم			() Functionally illiterate () Other cultural handicaps			•		•					
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()	()	What T	s the Physical Handicap(s) of the St	udont?							
` ,	,	09	Physical Handicap(s)	ddelic :						, ,	٠,
•				1.		- () (,)	() (•	()	(
			Needed (V) () Blind	a						4	
			() Partially seeing () Deaf				. •			•	
			() Hard of hearing () Speech impaired								
•			() Crippled								i
			() Special health problems	*							,
()	()	What I Studen	s the Social and/or Emotional Handic t?	ap(s) of the		٠.					
		10	Social and/or Emotional Handicap(s)			-() ()	()	•	()	(
	•		Needed (🗸)	÷							
			() Emotionally disturbed () Delinquency prone	4							
		/	() Other				٠.,		٠		
	()	11L T	s the Special Characteristic(s) of t	h							
()	()		· · · · · · · · · · · · · · · · · · ·	ne Student?							
			Special Characteristic(s)			-() (() ()	()	(
			Needed (v) () Gifted and talented					•			
		•	() Underachiever () Slow learner					,	•		
Ç.			() Mentally retarded		•					•	:
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()	()		raining Related Injuries Have Occurr	ed?		•					•
		12	Injuries-Training Related	 	•	-() ()	() ()	(,)	(
			Needed (V) () Severity	•					•		
٠.,			() Lost time () Nature							·	

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y P.		5 Significantly Above Average Importance	•	Ing	tion	atic	9	tine	Ī
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\circ	What T	Tests and Inventories Have Been Administered (Including	T NAS						
-	Job Sk	kill Competency Measures)?			,			× .	
	13	Tests and Inventories Administered	 (()	'	()	()	()) (
		Needed (1)	. 1			•	•	<u>.</u>	
		() Type of test () Name of test							•
		() Form of administration					ì		
		() Date administered () Place administered	•		,	•	•	•	
								:	
$\mathbf{O} \cdot \mathbf{O}_{r}$	What A	Are the Results of the Tests Administered to the Student	?		•	•		v	
٠,	14	Scoring Information	(:) (>	()	() ·	()	· ;) (
	-	Needed (V)							
		() Test results () Norm group							
		() Norm group () Type of score reporting		٠		•		.•	•
		· \					1		
) (()	What A	are the Admission Characteristics of the Student?				i	•		
• 1 · · · · · · · · · · · · · · · · · ·	15	School Entrance Characteristics		:) ()	() (() .	()).;C
		Needed (1)						•	•
		() Date of entry or admission () Type of entry							
•		() Admission status			•				•
		() School or other institution previously attended () Dual enrollment information							•
-		() Education level previously completed (adult education)							
				,				•	•
) ()	In Wha	t Curriculum Is the Student Currently Enrolled?	•						
	16	Curriculum Enrollment (See File 1:26)		l. (). ()	`() (, <u>)</u>	(.)	,
		Needed (V)			, ,	. / !		(- <u>)</u>	. •
		MELLICUS 1: 7						ā	
		() Title of curriculum enrolled in (see File 1:01)						;	
, ,		() Title of curriculum enrolled in (see File 1:01) () Reasons for enrollment () Curriculum and instructional code						•	
		() Title of curriculum enrolled in (see File 1:01) () Reasons for enrollment () Curriculum and instructional code () Program level					· .		
		() Title of curriculum enrolled in (see File 1:01) () Reasons for enrollment () Curriculum and instructional code () Program level					· .		

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()	() Wha	t Is the Stu	dent's Samisfactio	n With the Prese	ent Curricul	um?					* . **	•
		17 Satisfact	tion With the Pres	ent Curriculum -	· .		() ()	() () - ((). ()
		Needed (イ isfaction with ins	truction				•				
		() Sat	isfaction with per	sonnel	·						•	
		() Sat: () Sat:	isfaction with fac isfaction with gui	.iiicies .dance/counseling	3 services							•
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3	i		l-time student		٠					•	•	
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()	() Wha	t Is the Stud	dent's Day/Evening	Status?							,	
• •		19 Day/Even:	S				(·) ()	() () · /	136
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. ()	() Wha	t Are the St	udent's Membership	Characteristics	3?	• .					•	
	÷	20 Membersh	ip Characteristics	(See File 1:26))		~ () () - (() () (() (
	• •	Needed (•					
			ber of days of mem centage of time in			•					:	• 33 • 35
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()			udent's Attendance		\checkmark	. /						
•	:		ce Characteristics	(See File 1:26)) -	· · · · · · · · · · · · · · · · · · ·	` (.) () · ·	() () (• • • • • • • • • • • • • • • • • • • •
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()	()	What Are Leavers?	the Characteristics of the Student Completers/Early							
		. 22 C	ompleters/Early Leavers Characteristics (See File 4:26) —	()	()	() ()	() (
() ·	· ()	, (eeded ()) Date of completion/early leave) Completed curriculum requirements) Early leaver) Reason for early leave the Student's Employment History During School Membership	· · · · · · · · · · · · · · · · · · ·						
	•	23 B	aployment Information During School Membership	()	()	() ()	() (
•		N ((((eded ()) Hours worked per week) Curriculum related work) Subsistence related work) Wages/salary) Previous employment experience) Perception of relevancy of work to curriculum)	·					
					•					•
()		24 <u>E</u> N (the Student's Educational and Career Intentions? ducational and Career Intentions	()	()	() 31) ()	() (
()	()	What Are	the Vocational Education Related Club Memberships Held	:					`	a ·
-	, a	25 <u>v</u>	reded (Y)	()	()) ()	() (
		() Identification of club) Office(s) held) Dates that offices were held				n			

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Agency Presently Asks Question Agency Would Ask Question If Data Were Available (/)	Blank No Importance 1 Significantly Below Average Importance 2 Somewhat Below Average Importance 3 Average Importance 4 Somewhat Above Average Importance				•	ë Finance and Budgeting	Reporting Requirements
Agency Pre Agency Wou Data Were	5 Significantly Above Average Importance 6 Critical Importance		Planning	Operation	Evaluation	Finance a	Reporting Public In
	FILE 6					•	
() ()	WHAT ARE THE CHARACTERISTICS OF THE VOCATIONAL COMPLETER/ EARLY LEAVER?						
() ()	How Is the Completer/Early Leaver Identified?						
	Ol Completer/Early Leaver Identification	<u> </u>)	()	(·)	()	() (
* i	Needed (V) () Current legal name () Legal name when in school () Current address () Social Security number						
* · · · · · · · · · · · · · · · · · · ·	() Student identification number () School number/code						
()	How Is the Curriculum of the Completer/Early Leaver Identified?			,			
•	02 <u>Curriculum Identification</u> (See File 5:16, 22)	— ()	()	()	()	()
:	Needed (V) () Title and code of curriculum completed () Date of curriculum completion () Title(s) and code(s) of curriculum terminated prior to completion () Date of termination prior to completion	***					
() ()	What Is the Current Employment Status of the Completer/Early Leaver?						· .
		()	()	()	()	;
	Needed (V) () Employed full-time (30 hours or more per week) () Employed part-time () Unemployed and available for work		5	•	•	. •	· · · · · · · · · · · · · · · · · · ·
	 () Not available for employment - military () Not available for employment - further education/training () Not available for employment - illness () Not available for employment - household responsibilities () Not available for employment - pregnancy 			.	-		
() ()	What Is the Current Educational Status of the Completer/Early Leaver?	٠.	•	*.			
	04 Current Educational Status —	_(,)	()	()	() ()	\bigcirc
	Needed (V) () Enrolled full-time () Enrolled part-time () Not enrolled						
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	uest	on 1f		RATING SCALE				7	USES			
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	()		How Rel	ated Is the Current Employment to the Occupation Trained For?	. –		Ĭ		_		,	-
	, .	, ,		Employment in Related Areas	(·) ()	() (· }) (
-				Needed (√)	`	``	•	`	•		` .	
,				() Employed in occupation trained for () Employed in related occupation () Employed in unrelated occupation								
	()	()		re the Characteristics of the First Job Obtained After								
. •			•	ion/Leaving?~			•					
				Information on First Job After Leaving School	() ()	() ()	() (:
				Needed (✓) () Gross weekly earnings								
	•			() Hours worked per week () Methods used in finding job () Length of time required to find employment							;	
	. ()	$\dot{\bullet}$	What Is	the Current Salary or Wage of the Completer/Early Leaver?								
			. 07°	Current Salary or Wage	() ()	() (•	(:) (.
•				Needed (V)	ì							
				() Gross weekly earnings () Hours worked per week () Hourly wage/weekly wage/annual salary		,						
	()	()	How Sat	isfied is the Completer/Early Leavér With His Current Job?	٠. ٠				/		-	
			08	Job Satisfaction (current job)	() ()	() (•	() (
			1	Needed (V)								
				() Satisfaction with wages () Satisfaction with working conditions								
				() Satisfaction with type of work (-) Satisfaction with potential for advancement	\							
	Ġ	; ()	Now Sat	isfied Is the Completer/Early Leaver With His School	/	\						
		:	xperie	nces?		1	\ .					
				School Satisfaction	() (<i>)</i> ,) (,	()) (
. E	4			Needed (V) () Satisfaction with vocational instruction () Satisfaction with student personnel services () Satisfaction with vocational facilities () Satisfaction with placement services	7				\		-	
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Agency Presently Asks Question (ℓ'	Agency Would Ask Question Data Were Available (1)	-	Blank No Importance 1 Significantly Below Average Importance 2 Somewhat Below Average Importance 3 Average Importance 4 Somewhat Above Average Importance 5 Significantly Above Average Importance 6 Critical Importance		Planning	Operation		Evaluation	Ringaria and Ridoering	ווסווכב שווח מחחצפנדי	Reporting Requirements	• •	Public Information
Age	Age			7	Pl	ğ	•	EV	2	4	Ret	ľ	Pu
()	()		evant Does the Completer/Early Leaver Perceive the Curriculum to be for the Current Job?										
		10 1	Perception of Relevancy of Curriculum for Current Job	– ())	()	()	() ()
			Needed (V) () Skills required on the job		,							,	
			() Equipment used on the job						•			ı	
()	()	What Is	the Employment History of the Completer/Early Leaver?										
,		/11 1	Employment History	.—()	())	()	΄()	$\overline{}$	()
•		•	Needed (v) () Initial occupation () Date of initial employment () Present/occupation () Date of entry			-							
()	()	What Are	c the Characteristics of the Present Employment?										
		12 <u>1</u>	Present Employment	-(· ·	()	,	()	()	(,) ()
		1	Needed (V)					•					- 1
	,	• • •	 () Name and address of employer () Total employment of firm () Standard industrial classification () Number of employees in same or similar job () Transfer or promotion position () Additional on-the-job training received 		•							· ·	
\bigcirc	(·)	What Is Early Le	the Employer Evaluation of Job Performance of the Completer/									. ,	*
		, -	Employer Evaluation of Job Performance	_,	γ.	<i>(</i>)	1	<i>(</i>)	()	: () (`
		1	Needed (V) () Quality of work () Quantity of work () Need for on-the-job training () Overall job performance () Potential for advancement										

	RATING SCALE			USE	s	
Blank 1 2 3 4 5	No Importance Significantly Below Average Importance Somewhat Below Average Importance Average Importance Somewhat Above Average Importance Significantly Above Average Importance Critical Importance	Planning	Operation	Evaluation	Finance and Budgering	Reporting Requirements

FILE 7

()	()	WHAT ARE	THE LOCAL EDUCATION AGENCY VOCATIONAL STAFF MEMBI	ER		
()	()	What Is the Local	ne Personal Identification and Health Information Vocational Education Staff Member?	a for		
		01 <u>Pe</u> 1	rsonal Identification and Health Information	(
		Nea	eded (V)		4	·
			Legal name			
		. ()	Social Security number or other identification	number	•	
) Sex			
		! 63				:
•			Date of birth Place of birth	·	•	a
*		· · · · · · · · · · · · · · · · · · ·	Military service status			٠-٠.
		, ()	Citizanshin status			
		:()	Marital status	•		
			Tax information .			•
			Permanent home address Other address			
		()	Telephone numbers (home/other)			•
		()	Emergency information	1	•	•
			Date of last health examination	\		
		()				•
			Physical disabilities or limitations Immunization record			
		<u>ن</u> :				•
		()	Other health data			
		•		•	•	1
()	()	What Are t	he Educational Characteristics of the Local Voca Staff Member?	tional	•	
		02 Edu	cation	()()()() ()()
		\$7 .	ded (り、う	•		
		Nee	Highest year of education completed	1		
		65	Type and name of certificate(s), diploma(s) and	d/o=		•
•			degree earned		9 .	
		()	Institution at which each certificate(s), diplo	oma(s),		
			and/or degree was earned			
		$\langle \cdot \rangle$	Date each certificate, diploma, or degree earne	≥d	•	•
		()	Additional credits earned beyond last degree Academic awards and honorary degrees	•		
		· 6	Major field of undergraduate study	·	•	
		()	Number of credit hours in major field			
		()	Minor field of graduate study			
			Number of credit hours in minor field			
		: ()	Number of credit hours in professional education	n		-
				*		



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Agency Presently Asks Quest	Agency Would Ask Question 1: Data Were Available (M)		Blank No Importance 1 Significantly Below Average Importance 2 Somewhat Below Average Importance 3 Average Importance / 4 Somewhat Above Average Importance 5 Significantly Above Average Importance 6 Critical Importance		Planning	Operation	Fire Lunt for	Todatan Toda	Finance and Budgeting	Reporting Requirements		Public Information
		02	Education (continued)			-						
			 () Number of credit hours in administration () Number of credit hours in supervision () Number of credit hours in history and philosophy of vocational education () Number of credit hours in occupational analysis and curriculum construction () Number of credit hours in planning and organizing of vocational education () Number of credit hours in internship in teaching, supervising, or administration () Number of credit hours in psychology () Number of credit hours in sociology () Number of credit hours in economics () Number of credit hours in other areas 									•
		LTh A	ro the Incorpine Education/Training Europianes of the Contraction						*			
	()		re the Inservice Education/Training Experiences of the Local onal Education Staff Member?									:
		03	Needed () () Type of inservice activity () Institution/agency offering activity () Date and duration of activity () Award certificate or credit received on completion	() (() ()	-) (
()	()	What A	re the Education and Related Work Experiences of the local onal Education Staff Member?									
		04	Educational Experience	() ()	() ()	()) [‡] ()
		· · · · · · · · · · · · · · · · · · ·	Needed (') () Number of years prior teaching experience () Number of years prior vocational education teaching experience () Grade level(s) taught			•	•					
			() Number of years prior supervisory/administrative experience () Number of years prior experience in other education-related areas							. /		
•		· .	() Area(s) of vocational education experience () Name of agency or institution in which prior experience was acquired () Dates of employment for each prior agency/institution									-
		*.								۶	•	•

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nest	RATING SCALE		USES	
Agency Presently Asks Question ($\cal M$ Agency Would Ask Question if Data Were Available ($\cal M$	Blank No Importance 1 Significantly Below Average Importance 2 Somewhat Below Average Importance 3 Average Importance 4 Somewhat Above Average Importance 5 Significantly Above Average Importance 6 Cricical Importance	Planning Operation	Evaluation Pinance and Budgeting	Reporting Requirements
() ()	What Is the Work Experience(s) Outside of Education of the Local Vocational Education Staff Member?			
	05 Work Experience(s) Outside of Education	()()	().() () (
	Needed (🗸) () Number of years work experience () Number of years work experience in specified vocational areas			·
	() Name of organization(s) in which prior work experience was acquired () Dates of work experience for each prior			
	organization () Current employer (if dually employed)			•
· () ()	What Credentials Are Held by the Local Vocational Education Staff Member?	•		
	, 06 Credentials Held	() ()	\boldsymbol{C}) (·) (
	Needed (V) () Name of certificate/license held () Grade/class of teaching certificate held () Occupation(s) licensed () Type(s) of license(s) held () Date of issuance of certificate/license () Issuing agency () Date of expiration () Program level authorized by credentials () Curricula authorized by credentials			
, () ()	What Is the LEA Employment History of the Local Vocational Education Staff Member?			
	07 Employment History	() ()	()	() (
	Needed (V) () Date of initial employment () Number of years of employment in LEA () Number of years in current assignment			
()()	What Is the Employment Status of the Local Vocational Education Staff Member?			
•	08 Employment Status	()()	()()	· () (
	Needed (V) () Probationary () Temporary			
	/ 61			. •

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		08	Employment	Status (continued	1)								
()	()			nent	he Local Vocations	ıl Education							
		Staff M											
	•	09	Contractua	1 Status		 -	<u> </u>	()	()	()	()	()
		٠.	() Multi () Conti () Volun	l contract -year contract nuing contract teer/no contract arrangements							٠.	-	
()	()	What Is Educati	the Salar	y or Wage Status o ember?	f the Local Vocati	ona 1							
		10	Salary or I	Wage Status				()	()	()	()	()
()		What Is	() Addit: () Other the Type o	act salary or wage ional salary or wa types of compensa of Remuneration fo	ge tion	ona l							:
			on Staff Me	••								_	_
				muneration			(()	()	()		()
			() 10 mor () 10 mor	nths	y. ar				(
	٠		, to mor	irns - extended day	y - extended year	•							
()	()	What Is Staff M	the Insura ember?	ance Status of the	Local Vocational	Education							
		12.	Insurance S	Status			(•	()	()	()	(:)
	4.5		() Life i	n insurance insurance insurance									
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Agency Presently Asks Question (N	Agency Would Ask Question Data Were Available (//)	Blank No Importance 1 Significantly Below Average Importance 2 Somewhat Below Average Importance 3 Average Importance 4 Somewhat Above Average Importance 5 Significantly Above Average Importance 6 Critical Importance	Planning	Operation		Evaluation	Finance and Budgeting	Raporting Requirements	Public Information
()	()	What Are the Retirement Program Characteristics of the Local Vocational Education Staff Member?	*						•
		13 Retirement Program Characteristics	- ()	() ()	()	()	
		Needed (V) () Type of program () Contribution () Options		'. `		,		<i>/</i>	
()	()	What Is the Service Status of the Local Vocational Education Staff Member?							
		14 Service Status	-()	() ()	()	()	
	• .	Needed (V) () Full-time () Part-time () Other							
()		What Is the Leave Status of the Local Vocational Education Staff Member in Terms of Accrued Days?							•
		15 Leave Status	()	() ()	()	()	()
		Needed (*) () Sick leave () Personal leave () Annual leave () Other							
()	:	What Are the Staff Career Development Characteristics of the Local Vocational Education Staff Member?							-
		16 Staff Career Development	()	() () (()	()	()
		Needed (*) () Quality of performance () Transfer or promotion position () Readiness for greater responsibility () Career development needs			-				
()	()	What Is the Separation History of the Local Vocational Education Staff Member?	J				٠, ,		
		17 Separation	()	() (•) (•	()	Έ)
		Needed (V) () Types of separation () Reason for separation () Eligibility for re-employment							*
		42			,				

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5 Significantly Above Average Importance 6 Critical Importance	 Operation	aluation	Finance and Budgetin	Reporting Requiremen

What Is

18 Position Assignment(s)

Ne	ed	led <equation-block></equation-block>
(Superintendent assignment
Ċ)	Assistant/Deputy/Associate Superintendent
•	•	assignment
(١	
ì	í	President/Director assignment
ì	í	Assistant Principal assignment
ì	í	Director/Dean assignment
ì	í	Supervisor/Director/Coordinator assignment
ì	í	Administrative intern assignment
ì	٢	Administrative aide assignment
ì	٤.	Ombudsman assignment
7	ί.	Foreman assignment
` `	ί.	Curriculum specialist assignment
` `	ί.	Counseling/guidance assignment
7	ί.	Guidance aide assignment
7	ί.	Librarian/media assignment
` `	ί.	Library/audio-visual aide assignment
>	ζ.	Teaching assignment
	ί.	Teaching assistant assignment
٠,	₹.	Touching assistant assignment
>	ί.	Teaching aide assignment
>	ί.	Teaching intern assignment
٠,٠	ζ.	Student-teaching assignment
٠,	ζ.	Accounting assignment
>	΄.	Analyst assignment
>	′	Auditing assignment
· }	Υ.	Psychologist assignment
-> :	•	Dietitian/nutritionist assignment
· > :	₹.	Evaluation assignment
٠,	′	Personnel assignment
٠,	•	Planning assignment
	•	Registered Nurse assignment
٠,	し	Nurse's aide assignment
· > :	′	Registrar assignment
·). :	′	Research and development assignment
٠,	′	Social work assignment
٠,	′	Statistician assignment
٠,		Computer operator assignment
,	•	Machine data processing assignment
,		Psychometrist assignment
	,	Public community relations assignment
)	Secretary/clerk assignment
)	Clerical assignment!
)	Bookkeeping assignment
)	Maintenance and operations assignment
)	Attendance officer assignment
)	Custodian assignment



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Agency Presently Asks Question	Agency Would Ask Question Data Were Available (1)		Blank 1 2 3 4 5	No Importance Significantly Below Average Import Somewhat Below Average Importance Average Importance Somewhat Above Average Importance Significantly Above Average Import Critical Importance			Planning	Operation	Evaluation	Pinance and Budgeting	Reporting Requirements	Public Information
		18	Position A	Assignment(s) (continued)								
,			() Guard () Monit () Store	service assignment d/watchman assignment toring assignment es handling assignment r (n.e.c.)					3	•		٠
()	()			ation of the Current Assignment(s) of tion Staff Member?	f the Local					÷.		
	,	19	Location o	of Current Assignment(s)			()	()	()	()	()) (
) lfic school(s) (district) general office		•	٠	÷				
()	Æ0			ent Activity Allocation(s) (FTE Alloconal Education Staff Member?	cation) of					-		
		20	Activity A	Allocation(s)				()		()	()) (
			() Regul () Regul act () Disad	lar secondary curricula instructional lar adult curricula instructional act lar postsecondary curricula instruct ivity dvantaged secondary curricula instruc	tivity ional	-						
			() Disad	ivity Ivantaged adult curricula instruction ivity	nal 🥖							
•			() Disad	dvantaged postsecondary curricula ins livity				*				
	•		act	icapped secondary curricula instructi								
	-		() Handi	[capped adult curricula instructiona] [capped postsecondary curricula instr :ivity								
			() Atten	ndance activities al work activities					•		٠	
		•	() Stude	seling/guidance activities ent placement activities ent health activities			•					
			() Psych	nological activities the pathology and audiology activities	s	j.						•
	<u></u>		() Instr () Staff	ruction and curriculum development ad E personnel administration activities	ctivities s	,						
			() Educa	vice training and development activi itional media activities executive administration activities	Lties							
	7		: · ·	l general administration activities								
	and the second		and the same of th	•								

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Blank 1 2 3 4 5	No Importance Significantly Below Average Importance Somewhat Below Average Importance Average Importance Somewhat Above Average Importance Significantly Above Average Importance Critical Importance	Planning	Operation,	Evaluation	Finance and Budgeting	Reporting Requirements
	Allocation(s) (continued) ram supervision and coordination activities					

	20 Activity Allocation(s) (continued)								
	() Program supervision and coordination activities () Fiscal management and accounting activities () Facilities acquisition and construction activities () Operation and maintenance activities () Transportation service activities () Food service activities () Program planning activities () Research activities () Development activities () Dissemination activities () Evaluation activities () Information and public relations activities () Management information services activities () Statistical services activities () Data processing activities () Advisory activities () Community services activities () Activities not elsewhere classified				-			, e	
$\langle \rangle \langle \rangle$	What Is the Position Assignment Allocated by Vocational Curriculum of the Local Vocational Education Staff Member?				•				
	21 Position Assignment Allocated by Vocational Curriculum	() ()	() ()	() (
`.	Needed (V) () Curriculum title(s) (see File 1:01) () Instructional code(s) (see File 1:01) () FTE position assignment allocated to vocational curriculum			-					
() ()	What Is the Activity Allocation by Vocational Curriculum of the Local Vocational Education Staff Nember?					v _a			ì
	22 Activity Allocation by Vocational Curriculum) ()	() ()	() (
	Needed (V) () Curriculum title(s) (see File 1:01) () Instructional code(s) (see File 1:01) () FTE functional allocation assigned to vocational curriculum		•	·		V			
() ()	What Is the Operational Unit(s) Assigned to the Local Vocational Education Staff Nember?		. •						•
	23 Operational Unit(s) Assigned	() ()	() ()	() (
	Needed (V) () School name (see File 9:1, 14) () School code(s) (see File 9:1, 14) () FTE allocated to school () LEA name (see File 10:01, 10, 13) () LEA code (see File 10:01, 10, 13) () FTE allocated to LEA								

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			FILE 8						. •
()	()	шнат А	RE THE LOCAL EDUCATION AGENCY VOCATIONAL PROPERTY CHARACTER	Terres	•		-	,	
()		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	THE SOCIETION ROBBET VOCATIONS TROUBET CHARACTER.	131103:			•	٠	
()	()		re the Locational Characteristics of the Local Site?						
		Ō1	,	()	()	()	()	()	(
			Needed (V) () Geographic location () Geographic area () School name () School number/code () LEA code/administrative unit identification () Distance of site from nearest public transportation re () Distance from site to first and second nearest public facilities () Total population within one-half mile radius of site	oute		•			
			() Total population within one mile radius of site			`.			
()	()	What U	se(s) Are Made of the Local Site for Vocational Purposes?						
		02	Use(s) of Site for Vocational Purposes	()	()	()	()	()	(
			Needed (/) () Instructional - school () Extracurricular - school () Cocurricular - school () Support services - school () Support services - administrative unit		-				, .
()	()	Who Ow	ns the Local Site?						
*		03	Ownership of Site	()	()	()	()	()	(
			Needed (V)				•		
		**	() District owned () County owned () Municipally owned () Nonpublicly owned () State owned () Federally owned () Other				7		
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()	()	When Wa	ss the Local Site Acquismd?			•				-
		04	Ratte(s) of Acquisition	٠,			()	(1)	()	
		0-	unite(s) of negative.		. ,	()	()	()	()	ر, ر
			Needed (V)							
			() Date(s) of acquisition of original site			•		1		
			() Date of acquisition of each addition to original site () Method of acquisition							
9			() Rection of acquisition							
		•								
()	()	What Is	the Cost of the Local Site Including Improvements?						1	
		05	Cost(s) of Site(s)	(()	()		()	
		0.5	(032(3) 01 3122(3)	(. ,	()		()	(.)	()
			Needed (V)							
			() Acquisition cost of land at time of purc ase					1		
			() Total cost of outdoor service systems for site () Total cost of outdoor instruction areas and playgrounds						•	- 1
			() Total cost of landscaping and other site improvement							П
	•		() Total cost of miscellaneous improvements to site							
		•	() Current book value of site					••		/
		•	·							
()	()	What Is	the Area of the Local Site?							
` '	• •									
		06	Area of Site	()	()	()	()	(,)	
		•	weeded (V)						,	
			() Total acreage of the site on which institution is located	}			5	*		
			() Estimated percentage of acreage used for instruction							
			() Estimated percentage of acreage used for maintenance of							
			the building(s) and equipment () Estimated percentage of acreage used for cocurricular						•	
			purposes							
			() Estimated percentage of acreage used for extracurricular				•			
			purposes							•
				•						-
(.)	()	What Is	the Number of Buildings on the Local Site?							
		. 07	Number of Buildings on Site	~ ()	()	()	()	()	(,)
			Needed (4)	١.		•	:			*
			() Total number of building(s)		•		;			
		/	() Number that are single story				ę.			
			() Number that are multiple story() Date(s) of construction of each building		•		,		•	
			() Date(s) of additions to original construction of each						· ·	
			building					•		
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	7.	7	•					I			
	()	()	What A	re the Characteristics of Each Building on the Local Site?						•	
			08	Building Information		- (: :) ()	()	·'.	· ·	()
-			in authorization de trait e _{se} n aparia,	Needed (v)							
	:			() Site identification () Gross square footage floor area of each building							
				() Square footage in use for vocational education class	rooms						•
,	۵		٠.	() Square footage in use for vocational education shops () Square footage in use for vocational education	•		•				
				laboratories () Square footage in use for gymnasium							,
•				() Square footage in use for traffic flow and circulation	on /		٠				
				() Square footage in use for cafeteria () Square footage in use for library						• .	
٠.			,	() Square footage in use for other purposes					٠.		
	()	· ()	What I	the General Condition of Each Building on the Local Site	'n			÷	1		
	` '	` '			•				١.		
			09	Building Condition		- ()		·()	()	()	()
				Needed (V) () Satisfactory						. ,	\
•			7.	() Alterations or repairs needed							
	,	•							. /		
	()	()	What Ar	e the Costs and Values of Each Building on the Local Site	?						
		•	10	Gost of Building		_ _()	.(-,)	()	()	() (()
	D.			Needed (V)				•			
				() Total acquisition cost of building () Present value of building	٠,			٠.		-	
								•			•
	()	()	What Ar	e the Instructional Characteristics of Each Building on			•	•			
			the Loc	al Site?				•	·.		
		٠	11	Instruction Areas in Building		- ()	()	() (()	()	()
		7		Needed (x)			٠			•	
		~		() Building identification number () Number of classrooms		i		V			•
				() Student capacity () Average area of a classroom							
				() Number of shops					•		٠,
		• .	. *	() Average area of a shop (o) Number of laboratories				**			٠. ٠
			. ••	() Average area of a laboratory () Number of special rooms							٠,
		•	. •	() Area devoted to special uses						•	

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	()	()	How Mu	ch of the	Area of	f Each I	Building	.is Used	d for S	Support 1	Purposes				.*	; <i>[</i>		
				Footage?		1	÷.										_	
			1 12	Area of	Building	g Used fo	or Suppo	rt Purp	oses -	Square :	Footage	(()	()	()	d	()	() .
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	()	()	How Muc	ch of the	Area of	Each Bui	ilding I	s Used i	for Cir	cular for	n Areas	•			/	** *.		;
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\ .			13	Circulat	ion Area	s in and	L Between	n Build	ings -	Square 1	Footage		· \	c st	<i>(</i>)	() ·	() (()
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			14	Room Info	ormation										()			
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				Needed (v		entifica	taon .	,	•					•	,			• /
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14	Room Information (continued)					,	
	() Room type						
	() Room condition		•			•	
	() Utilization by curriculum (see File 1:01, 30)			•			
	() Number of student stations					·	÷
	() Average daily number of students (unduplicated) that make use of room					. 0	
	() Maximum number of students possible to be served				•	•	
	between 8:00 A.M. to 11:00 P.M.						٠.
	() Average actual number of students served between				1		
	8:00 A.M. to 11:00 P.M. (32)	•			٧.		
	() Percent of the day (8:00 A.M. to 11:00 P.M.) that						•
`	room is used for vocational instruction				•	• .	
	() Number of days per year room is available for use	,					
	by vocational education () Number of days per year room is used for vocational						
	instruction	. :					
	() Number of possible hours per week usage for vocational					•	
	education			* .		•	
	() Actual hours per week for vocational education						
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	re the Characteristics of the General Transportation and						
OCILIC	y Equipment Used in Vocational Education?		•	Y			
15	General Transportation and Utility Equipment	()	()	$c \sim c$	· ·) ()	
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	Needed (Y)		·	1			
	() Number of school buses		•	1			•
	() Date(s) of acquisition				•		
	() Method of acquisition						
	() Current (book) value of each hus			1		•	
	() Condition of each bus				•		
•	() Number of other vehicles () Current (book) value of each vehicle						
	() Current (book) -value of each vehicle		•				
•				7			
What A	re the Characteristics of the Fixed Equipment Used for		1		•		
Instru	ction in Vocational Education?						
				, t		٠	•
. 16	Fixed Equipment Used for Instruction in Vocational Education	()	·)	$\langle \cdot \rangle \langle \cdot \rangle$) ()) ()	
	Needed (V)			/			
	() Equipment item identification (inclusive of description)			,			
	() Acquisition date				1		
• •	() Method of acquisition				\		`.
	() Equipment cost				/		
	() Equipment condition	•		• • • •	-\		
	() Life expectancy			•	. /	-	
	() Annual depreciation rate				. \		
	() Current value				/		
	() Funding source				/		
	() Curriculum allocation (see File 1:01, 29)		1.			•	
	() Building location				j.		
	() Room location				/		٠.
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	· ()		re the Characteristics of the Large Movable Tools and Equipment n Vocationl Education Instruction?	:			
ō		17	Large Movable Tools and Equipment Used in Vocational Education Instruction	· () () /s () ()()
		3	Needed (/) () Equipment item identification () Adquisition date () Method of acquisition () Equipment cost () Equipment condition () Life expectancy () Annual depreciation rate () Current value				
()			() Funding source () Curriculum allocation (see File 2:01, 29) () Building location () Room location re the Characteristics of the Small Tools and Small(
			ent Used in Vocational Education Instruction? Small Tools and Small Equipment Used in Vocational Education Instruction?	,			
٠ · ·	*		Needed () () Number of individual items () Curriculum allocation (see File 2:01, 29) () Room assignment (classroom, lab or shop) () Average unit cost () Total acquisition cost	 (,	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
()	()		re the Characteristics of Other Fquipment Required for ction in Vocational Education?			· :	
		19	Needed (V) () Name of equipment group () Number of items in group () Average unit acquisition cost of equipment in	() () () () () ()
			group () Total acquisition cost of equipment group () Total current value () Curriculum allocation (see File 1:01, 29)		τ.	-	

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() ()		re the Characteristics of the Equipment for Instructional t Used in Vocational Education?	•		•	ķ			
- "	20	Equipment for Instructional Support	(•	Ö	()	$\langle \cdot \rangle$	()	()
		Needed (√)		•	• •	• •	• • •	·	
		-() Name of equipment group	·				:_		
		Number of items in group Average unit acquisition cost of equipment in group			*			~	
		() Total acquisition cost of equipment group () Total current value			•				
		() Curriculum allocation (see File 1:01, 29)							
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() ()	What A: Used in	re the Characteristics of Equipment for Personnel Services n Vocational Education?						٠, .	
<u>`</u>	21	Equipment for Personnel Services	(()	(.)	()	()	()	()
•		Needed (V)					t		-
		() Name of equipment group () Number of items in group							
		() Average unit acquisition cost of equipment			٠.		٠	٠.	
		in group () Total acquisition cost of equipment							:
	•	() Total current value () Curriculum allocation (see File 1:01, 29)					٠,		
					42				•
() (i)	What A	re the Characteristics of Equipment for Research and					•		
	Statist	tical Services Used in Vocational Education?							i
	22	Equipment for Research and Statistical Services	· () .	()	()	(`)	()	()
		m + + 4.4							
		Needed (*) () Name of equipment group		. `					۸
•		() Number of items in group () Average unit acquisition cost of equipment						•	
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•		() Total acquisition cost of equipment () Total current value				•			
		() Curriculum allocation (see File 1:01, 29)							
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	Service	re the Characteristics of Equipment for Data Processing 2s Used in Vocational Equcation?							
	23	Equipment for Data Processing Services	()	()	()	(`)	()	<u>(</u>
v.		Needed (V)	`		•	- •	. •	•	• •
• • •		() Equipment item identification							
٠.		() Acquisition date () Equipment cost				•			
•		() Life expectancy							
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			Curricul	um alloca	tion (see	File 1:0	1, 29)									
			62													
· (°)	()	What Are (the Charact I Education	eristics ?	of the Sur	oplies Us	ed in			•						•
	•	25 Su	pplies ——		<u></u>				(()	()	()	,)	()	63	
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		()) Name of Number o	suppiy gr	oup n group											
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FILE 9

() ()	WHAT ARE THE LOCAL SCHOOL CHARACTERISTICS?	
() () 	How Is the School Identified?	
	Ol Identification () ()	
	Needed (/) () Name () School number/code () Administrative unit () Geographic location of school () Congressional district	
\circ	What Are the Characteristics of the Geographic Area in Which the School Is Located?	
	02 Geographic Characteristics of Area() ()	
	Needed (/) () Rural place () Urban place () Urbanized areas - central city () Urbanized areas - urban fringe () Economically depressed area	
\circ	What Is the Type of School Organization By Grade Level?	
	03 Type of School Organization By Grade Level () ()	
	Needed (*) () Preprimary school () Primary school () Intermediate elementary school () Elementary school () Middle school () Junior high school () Four-year high school () Five or six-year high school () Other secondary school () Junior/community college () Technical institute/technical college () Adult school or other adult education organization	

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	()	Ó	What I	s the Type of School Organization by Program Offerings?		-		;		
			04	Type of School Organization by Program Offerings)	().	() (·)	() (-)
				Needed (V)			` / (,	`	
				() Comprehensive high school () Complete vocational high school						
٠.				() Area vocational school					•	
				() Service center () Career center	٠.			٠.		
						٠.				**
	()	()	What I	s the Regional Coverage of the School?					• .	•
			05	Regional Coverage)	()	() (`) ()
	· /	.		Needed (/) () Number of schools served () Identification of schools served () Number of LEAs (districts) served () Identification of LEA (district) served	•	i			•-	,
	()	()	What I	s the Locus of Control of the School?				٠.		/ :
	•		06	Control (.).	()	()()	() ().
				Needed () () Local Education Agency () Consortium of LEAS () City or municipal government () County government () Other local public agency	-	•	,			
				() State educational agency				ŕ	÷	
•			٠	() Federal control () College or university () Other public control						
				() Nonputtic control	.*					
	· ()	()	What I	the Span(s) Contained in School?				-	•	
•			٠.	Span(s) Contained in School)	()		,	(
			,	Needed (🗸) () Age () Grade () Year		• /		•		, (,)
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Agency Presently Asks Question Agency Would Ask Question if Data Were Available (V)	Blank No Importance 1 Significantly Below Average Importance 2 Somewhat Below Average Importance 3 Average Importance 4 Somewhat Above Average Importance 5 Significantly Above Average Importance 6 Critical Importance	•	lanning	Operation		Evaluation	` '	Finance and Budgeting	Reporting Requirements	Bot 140 Taformation
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() ()	What Is the Approval Status and Agency for the School?				•					
	08 Approval ————————————————————————————————————	,	,			, ,			, ,	
	Needed (V)	Ċ	,		' '	.)	(,		
	() Approval status () Approving agency									
() ()	What Is the Accreditation Status and Accreditation Agency for the School?				*					
	09 Accreditation —	• ()	()	. (•	(•		· (
•	Needed (√) () Accreditation status () Accrediting agency				ı					•
•					ı					
()-()	What Are the Time Elements in the School Operation?				.—				٠.	
•	10 Time Elements	()	()	• (()	(.)	()	(
-	Needed (*) () Length of school year in days () Length of regular school term in days () Length of summer school term in days () Length of school day in minutes									
() ()	What Are the School's Vocational Curricular Offerings?				,	÷	ė	. 1	`,	'
· · · · · · · · · · · · · · · · · · ·	11 Vocational Curricular Offerings (See File 01)	. (·) +	()	. ()	() ·		. (
• • • •	Needed (√) () Curriculum identification () Total number of vocational curricular offerings		,			٠.				-,.1
	by curriculum and instructional characteristics									
\circ	What Are the Characteristics of the Students Served by the School?					• '				
·	12 Students Served by the School	• ()	()	Ċ	•	()	()	(
	Needed () () Average deily membership - vocational (see File 5:20) () Average daily membership - total () Average daily aftendance - vocational (see File 5:21) () Average daily attendance - total			•.			•		. •	
	 () Total number of vocational student withdrawais (see File 5:22) () Total number of vocational early leavers by reason for leaving (see File 5:22) 									
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•	7.7								•	

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	12 Stud	ents Served by the School (continued)		-			•
	()	Total vocational enrollment by student characteristics (see File 5) Total vocational enrollments by curriculum and			1		
		instructional characteristics (see File 1.26)					
•	()	lotal vocational enrollment by program area					
	•	(see File 1:01, 26)		. •			
	().	Total vocational enrollment by program level (see File 1:01, 26)			•		· · · · :
,	()	Total number of vocational program applicants annually	,		•		
	()	Anticipated number of total enrollments in the short-run					
	()	(Iong-run)					i
·		,					
() $()$	What Are the	e Characteristics of the Facilities of the School?					1
		•					1
./	13 Faci	lities of the School	— ()	()	().() (ు 💍
	() () () ()	Total present value of physical plant Total school instructional capacity	,				
	. ()	Total school vocational program instructional capacity	. :	.*			1
() ()	What Are the	Characteristics of the Vocational Staff of the School?	·: •		,		
			*				
	14 Vocat	lonal Staff of the School (See File 7)	-()	() () ()	,	\
	Neede () ()			. , (, ()	· · · · ·	
		,					
() (₎	What Are the Early Leaver	Post-School Curcomes of the Vocational Completers/ s?			· ·		
*	15 Post-	School Ouccomes (See File 6)		, , ,			
	Neede		- () (()) ()) () () ~:
	() 1	Leaver identification					-
	() 1	Total number by post-school outcomes Post-school outcomes by curricula					

	<u> </u>		•									
	Agency Presently Asks Question	n 1£		RATING SCALE				·	SES .			•
	Š	Agency Would Ask Question Data Were Available (17)						J.			m	
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	()	()	What Ar	e the Requirements for School Entrance?								
			. 16	Entrance Requirements	/	١	(\	·()	()		, .	1
			• •	/	- 4.	,	• ,	` '	, ,		<i>,</i> (
				Needed (V)								
				() Location of residence () Minimum technical competencies				•				
	•			() Minimum physical abilities								
			-	() Achievement in school work				•				
		,		() Age								
		• •		() Court commitment () Current employment								
				() Employability at the completion of training								
	. •	•		() Grade or year standing						•	ď	٠,:
			/	() Payment of tuition and/or fee								
				() Recommendation of teacher, counselor and/or p.incipal					Ξ.			
•		a. b.	•	() Special (or specific minimum) pupil ability, aptitude					t		,	
				or interest					$A_{I}^{\rm ord}$		•	٠.
				() Special pupil need () Other requirements								
				() No requirements								
									-		,	
							``	\				
	\mathbf{C}	()	What St	udent Personnel Services Are Available in the School?							٠	•
	•									•		
			17	Student Personnel Services Available	— ()	()	()	()	() ()
												<i>t</i> ,
				Weeded (V)				•			• !	
				() Career counseling			•					•
				() Personal/social counseling	,							
				() Counseling with parents								
				() Consultant services to staff members () Pupil appraisal services							•	
	~			() Information services							1	
		,		() Placement services								
٠		/	- !	() Follow-up and evaluation services () Financial aid			•	•			•	
				() Nurse services								٠
•			1	(), Provision of care of emergency illness and injury								
			(() Health counseling for individual students								
				() Dental services () Referral for diagnosis and/or treatment								٠.
				() Administration of psychological tests								
				() Interpresation of psychological tests					•			
		٠.	1	() Psychological counseling								
			I	() Speech pathology and audiology services								•



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. () ()	What Enstructional Support Services Are Available in th	e School?					٠.
	18 Instructional Support Services Available		:) ()	() ()	() (
,	Needed (V) () School library services () Audio-visual services () Curriculum imboratory () Instruction supervision services () Provisions for inservice education		•				
() ()	What Research and Statistical Services Are Available in	the School?					,
	19 Research and Statistical Services Available		· ·) (.)	() ()	$\dot{\Box}$
• 1	Needed (V) () Research seres () Evaluation services () Statistical services () Other	N.				- ,	
()()	What Data Processing Services Are Available in the Scho	o1?					
	20 Data Processing Services Available	() ()	() (.)	() (
1	Needed (/) () Attendance accounting () Class scheduling () Test scoring () Grade reporting () Other data processing services	Λ					
() ().	What Community Services Are Undertaken by School Person	nel?					
	21 Community Services	() ()	() ()	\sim
	Needed (') () Civic activities () Coordination with community agencies () Identification of community needs () Community welfare activities						
	() Community wellate accivities						
() ()	What Is the Amount of School Funding for Vocational Educ by Source?	cation					
() ()	What Is the Amount of School Funding for Vocational Educ	cation) () T	·) · ()	() (
() ()	What Is the Amount of School Funding for Vocational Educ by Source?	cation () () T(() ()	() (
() ()	What Is the Amount of School Funding for Vocational Educ by Source? 22 Amount of School Funding Needed (√) () Dollar amount - Federal funding	cation () () 10	()*()	() (

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			22	Amount of School Funding (continued)	ř			
	,			() Dollar amount - local funding () Dollar amount - private funding () Dollar amount - other funding				
	()	()		s the Funding Allocated to the School Under the onal Education Act?		ĺ	•	٠, ,
			23	Funding Allocated to the School	().($\supset/ \hookrightarrow 0$	(_/)	(ံ) (
			•	Needed (V) () Dollar allocations by VEA funding categories	,			
	()	()	Curric	re the School's Total Expenditures Aggregated Across ula for Vocational Education?				
			24	School's Total Expenditures for Vocational Education	(<u>/</u> .) () () (,) (() (
				Needed (V) () By activities () By assignment () By object () By source of funds as a cost center		×.	<i>‡</i> \ \	
				() By part of VEA as a cost center () By program level as a cost center () By program area as a cost center	· .			٠ .
		()	What A Educat	re the School Expenditures by Curriculum for Vocational	·		•	
		•	25	School Expenditures by Curriculum for Vocational Education -	() () ()	()	(), (
÷	· , .			Needed (*) () By activities (see File 2) () By assignment (see File 3) () By object (see File 4)	. •			r
	()	O		re the Unobligated School Allotments Carried Forward for onal Education?		1.3		
			26	Unobligated School Allotments Carried Forward for Vocational Education	()() () (() (
		•		Needed (V)				•

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() (()	What A	re the Characteristics of School-Community Relations?				•	<u> </u>
		2.4						
		27	School-Community Relations	=()_(.)()	-()	-()(-
		•	Needed (√)					
			() Number of citizens by occupational level involved in vocational progrem planning					.*
<u> </u>			() Number and frequency of involvement of community			-		
-			agencies, institutions and organizations in				•	
			vocational program planning () Number of parents and other citizen volunteers					•
			() Percentage of students whose homes have been visited					•
			by school personnel during school year				:	
			() Number of community groups using school facilities () Membership in parent organization				•	
			() Percentage of parents in parent organization			•		<i>-</i> .
•					•.			
··· () ()	What A	re Cooperative Arrangements With Other Agencies?			/		
•		,			<i></i>		$I = \chi \chi$. ;
		28	Cooperative Arrangements	-() ′ () (;	() '	() (
٠			Needed (√)			* * *****		
			() Number of students dually enrolled () Number of students enrolled in school vocational				•	. (.
·.	-		program received from other school attendance areas					
			(\) Number of students concurrently enrolled in public					No.
•. • •			postsecondary institutions () Number of students concurrently enrolled in area		,			
·. ,			vocational-technical schools					
		į.	() Number of students concurrently enrolled in a service	,		1		•
	* 4		() Number of students concurrently enrolled in proprietary	•		•		
	. •		postsecondary institutions					7-
			() Number of students enrolled in student work programs by type of program					
			() Number of students enrolled in student work programs				٠.	•
			by type of industry					
			() Number of students enrolled in student work programs by type of occupation ?	•				
			() Number of students utilizing military training facilities		•			
			() Number of students utilizing the facilities of manpower				· 1	
			skill centers / () Number of student-miles of school-provided transportation					•
		•	for off-site education					
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() ()	What A	re the Characteristics of the Vocational Curriculum Advisory					
			tees Aggregated Across Curricula?		•	• •		
. /		29	Vocational Curriculum Advisory Committee's	, ,	, ,	, .		
	n			C 3	(')	ζ. 🕽 (.) (. ,) (
			Needed (V)					
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			representation r					
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		29	Vocational Curriculum Advisory Committees (continued)					. :		
·		± © •	() Average frequency of committee meetings () Methods used in selection of committee membership () Functions of committee(s)							
()	(:-)	What A Commit	re the Characteristics of the ocational Program Advisory tees?	• .						
		30	Vocational Program Advisory Committee(s)		()	ं	().(.)	()	(
7			Needed (√) () Total membership () Membership by agency, institutional or organizational representation () Frequency of committee meetings () Methods used in selection of committee membership () Functions of committee					 .		
			, and a second s							
()	()	What A	re the Declared Intentions of the School Population?	,						
		31	Declared Intentions of the School Population		()	()	(·)()	()	·
			Needed (V) () Number of students who at end of ninth grade declare intentions to enroll in vocational program () Number of students who at end of twelfth grade declare intentions to enroll in postsecondary vocational program							
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Agency Presently Asks Question	Agency Would Ask Ouestion if Data Were Available $\langle \mathcal{P} \rangle$
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FILE 10

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(-)	()	WHAT ARE THE LOCAL EDUCATION	AGENCY CHARACTERISTICS?	,	¥*		
	•	•						
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()	()	How Is the LEA Identified?				[]	-
			01 Identification ———			()()	C_{1}	()()
			1400001110001011	, " , "			, , , , , ,	() ()
			Needed (V)					
			() Name	•	•		/	-
			() LEA code				/ .	
			() Geographic locat () Type of district					
			() Congressional di		•	_		
			() congression 12	, , ,				
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()	()	What Are the Characteristics	of the Schools Operated by	the LEA?	•		ar.
			02 School(e) Operated (S	See File 9:01-04)		()	()()	(.) (.)
			02 <u>School(s) operated</u> (s	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	•		`	. , . ,
			Needed (V)	,				
			() Number of school					•
			() Name of school(s		•			
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				organization (program offering	gs)			1
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()	')	what is the Scope of the Cen	ntral Administration of the L	EA?			
			03 Scope of Central Admi	Inistration	i	() ()	()	()
			4			•		• /
-			Needed (V)					• •
				ration for entire school sys	tem	*.		•
				for geographic areas tration for grade level and/o	r two of			
			school	itation for grade level and/o	c cype or		*	
			() Autonomous schoo	ols	•		-	
			() Single school	•		•	•	
			() Other administra	tive arrangement	·		•	

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nestion on if	RATING SCALE					USE	s	• • • • • • • • • • • • • • • • • • • •
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e e		•	,	A	0	,	[34	∞ •
()	What Is the Locus of Control for the LEA?			. ,		()	()	() ()
• •	Needed (/) () Local education agency () City or municipal government () Township government () County government () Cher local public agency () State government () Federal government () Combination			.)			()	
() ()	What Is the Organizational Structure of Vocational Education Within the LEA?				•	1		
· .	Needed (V) () Integrated with general education administration () Separate vocational education district with independent legal and financial status () Separate vocational education district with quasi-independent legal and financial status		(•	()			
$\dot{\circ}$	What Is the Legal Power of the LEA (Applicable to Separate Vocational Education District)?					,		
	Needed (V) () Independent tax power () -Independent bonding power () Independent contractual power		<u> </u>	`)	()	()		()()
() ()	What Are the Vocational Curricular Offerings Aggregated Across Schools for the LEA?		**			.2		1
	07 Vocational Curricular Offerings		(•	(<u>;</u>)	, ()	()	() (,)
	Needed (V) () Curriculum identification (see File 1:01) () Total number by curriculum and instructional characteristics (see File 9:11)		·		÷			
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estion	n 1f	RATING SCALE			USES			
Agency Presently Asks Question	Agency Would Ask Question Data Were Available (V)	Blank No Importance 1 Significantly Below Average Importance 2 Somewhat Below Average Importance 3 Average Importance 4 Somewhat Above Average Importance 5 Significantly Above Average Importance 6 Critical Importance	Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Dubile Information
\bigcirc	() How Many	LEAs Are Served by the LEA?						
	08 <u>I</u>	EAs Served by LEA	-()		()	()	() (
	•	Needed (√) () Name of LEA (district) () LEA code of participating districts		•		÷	.*	•
()		e the Characteristics of Vocational Students Served by the egated Across Schools?		- '	· /		1	•
		Ocational Students Served by LEA (See File 9:12)	-()	()	()	·)	\bigcirc	U
		Needed (*) () Average daily membership - vocational () Average daily attendance - vocational () Number of students received annually from other school districts () Total number of withdrawals by type () Number of students sent annually to other school districts () Total number of vocational program applicants annually () Total number of vocational program applicants denied by reason of denial () Total number by reason for early leave () Total enrollment by sudent characteristics () total enrollment by curriculum and instructional characteristics () Total enrollment by program area () Total enrollment by program area	:					
()		the Facilities of the LEA Aggregated Across Schools?	, ,	· .		, ,		,
	1	Veeded (V) () Facilities identification () Total number by property characteristics () Cost by property characteristics e the Facilities of the LEA Administrative Office(s)?	-()				, , (•
\sim		Facilities of LEA (See File 8:01, 02)	-()	()	() (· · }	() (<i>(</i> .
,	1	Needed (*) () Facilities identification () Total number by property characteristics () Cost by property characteristics	. ,					
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. ()	What Ar Schools	e the Vocational Staff of the LEA Aggi ross ?							t	
	12	Vocational Staff of LEA (See File 9:14)	_,	,	,		· , ,	. ,		
			`	,	,	()	•	' (, (,
		Needed (V) () Staff identification								
		() Total number by staff characteristics								
			٠.							
() ()	What Âr	e the Vocational Staff of the LEA Administrative s)?		\						
·	13	Vocational Staff of LEA (See File 7:23)	~r	3 (,	()	()	()· (١
	• •	Needed (V)	`	•	,		` ,		, (•
	•	() Staff identification () Total number by staff characteristics (see File 7:01-22)								
							۳۲	• •		
() ()	What Ar	e the Post-School Outcomes Aggregated Across Schools?							v	
	14	Post-School Outcomes (See File 9:15)	-() ()	()	()	() (7
	;	Needed (v^)	•							
		() Leaver identification				į				
/		() Total number by post-school outcomes () Post-school outcomes by curricula							7	
/ .		, , , , , , , , , , , , , , , , , , ,							<i> -</i>	
() ()		e the Characteristics of the Schools Contained in the regated Across Schools?				,		j	/ ·	
•	15	School Characteristics (See Files 9:05-10, 16, 23, 26-29)	-()(7	()	_	d) ()
	. 1	Needed (V)								
•		() School identification () Total number by school characteristics								
						•	•			
O(Q)	What Are	the Sources of Funding for Vocational Education at the							•	
./	16	Sources of Funding		١.	`	()	<i>(</i>)			,
•	•	,	- (, ().	′	()	٠.	ij. (`
-		Needed (V) () Dollar amount - federal funds							٠.	
		() Collar amount - state funds							4 .	٠.
	•	() Dollar amount - local funds							Ì	

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()	()	What Is the Funding Allocated to the LEA Under the Vocational Education Act?							,
		17 Type(s) of Funding Allocated to LEA	() ()	() ()	()	()
	/	Needed (/) () Dollar allocations by Vocational Education Act funding categories					:		
()	()	The Are the IEA Formalis and by Od at the							1
()	()	What Are the LEA Expenditures by Schools Aggregated Across Curricula?							
		18 LEA Expenditures	() ()	() ()	()	()
		Needed (V) () By activities (see File 9:24) () By assignment (see File 9:24) () By object (see File 9:24) () By source of funds as a cost center () By part of VEA as a cost center () By program area as a cost center () By program level as a cost center	,	•				٠.	
()	()	What Are the LEA Total Expenditures Aggregated Across Schools?		•					
		19 LEA Total Expenditures	— () ()	() ()	()	()
		Needed (v) () By activities (see File 9:24) () By assignment (see File 9:24) () By object (see File 9:24) () By source of funds as a cost center () By part of VEA as a cost center () By program area is a cost center () By program level as a cost center () By program level as a cost center				/	/	· .	
()	()	What Are the LEA Expenditures by Curricula Aggregated Across Schools?							
		20 LEA Expenditures by Curricula (See File 9:25)	-() ()	() ()	()	()
		Needed (V) () By activities () By assignment () By object () By source of funds as a cost center () By part 'of VEA as a cost center () By program area as a cost center () By program level as a cost center							

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	()·	What Are the Unobligated Allotments Carried Forward for Vocations? Programs?						-				
		21 Unobligated Allotments Carried Forward	~()	()	()	() (•	()
	••	Needed (/) () Dollar amounts								٠.٠		-
()	()	What Are the Community Relations at the LEA Invel?										
		22 Community Relations	 ()	()	()	()) (•	()
-		Needed (V) () Number of cirizens by type involved in vocational program planning () Average attendance at school board meetings	•	-						,	•	
	•	 () Average attendance at vocational committee meetings () Number of parents and other citizen volunteers () Percentage of pupils whose homes have been visited by school personnel during shool year 	v							٠	•	
-		 () Fumber of groups using school facilities () PTA membership () Percentage of parents in PTA () Average length of service of school board members () Average length of service of vocational personnel on school board 										
		() Number of LEA staff on CETA local prime sponsor manpower advisory council										
, ()	Θ	What Are the Cooperative Arrangements at the LEA Level?										
		Needed (/)	-()	()	()	() · ()	()
	ty.	() Number of students in secondary district concurrently enrolled in public (proprietary) postsecondary institutions	•.		٠.	•						
		 () Number of students in postsecondary district concurrently enrolled in area vocational-technical center () Number of students enrolled in student work programs by type of program () Number of students enrolled in student work programs by 	, see									•
		type of industry () Number of students enrolled in student work programs by type of occupation			• \		۸.		٠			
		 () Number of students utilizing military training facilities () Number of students utilizing the facilities of manpower skill centers () Number of student-miles of school-provided transportation by off-site education 		t.				,	,			
		of orr-orce Eddcation	٠.		•		•		1	:		

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i		23 Cooperative Arrangements (continued)							
					;				
		() Number of CETA funded manpower enrollees in LEA							
		vocational program by curricula							
		() Number of CETA manpower slots in LEA vocational							
		program by curricula							
()	()	What Are the Characteristics of School Advisory Committees Aggregated Over Schools?							
		24 School Advisory Committees (See File 9:30)		<i>(</i>)	,	١.)		
		Serious Advisory Committees (See File 3:30)	•	()	•	, (,	, ,	, (
		Needed (V)					•		
		() Total membership							
		() Membership by agency, institutional or organizational			•				
		representation							
		() Average frequency of committee meetings							
		() Methods used in selection of committee membership							
		() Functions of committees						•	
		-							
()	()	What Are the Characteristics of the LEA Advisory Committee?							
		25 Advisory Committee —	•	()	() ()	()	(
		Needed (√)							
		() Total membership							
		() Membership by agency, institutional or organizational							
		representation							
		() Frequency of committee meetings							
		() Methods used in selection of committee membership							
		() Punction of committee							•

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				FILE 11									
()	()		THE CHARACTERISTIC SERVICE AREA?	S OF THE LOCAL	L EDUCATION A	GENCY							
()	()	How Is the	LEA Identified?		•								
		O1 LEA	Identification -			-		-()	()	()	()	() (
		()	eded (V) LEA name LEA code			•		<i>‡</i>					′
\circ	()	What Is th	ne Geographic Cove	rage of the Li	EA Service Ar	ea?							
		02 <u>Geo</u>	graphic Coverage		·			- (·)	(.)	()	()	() (
			eded (V)) Nationwide) Multi-state reg) State economic							,		6-	
			Economic subres County Multi-county pl School district	lanning area		•	•	•					
\) Special purpose) Minor civil div) Urban place) SMSA	district			. ′		I				
		()) Other										
()	()	What Are t Service Ar	the General Popularea?	ition Characte	ristics of th	ie LEA							
		03 <u>Ger</u>	neral Population (Characteristic	s of Service	Area		-()	()	()	()	() (
	, ,		eded (V)) Total population) Total population) Age-specific po	on projection									
) Age-specific po) Sex-specific po) Sex-specific po) Age, sex speci:	opulation proj opulation opulation proj fic population	ection								
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Аве	Age		P. P. P. P. P. P. P. P. P. P. P. P. P. P	Eva	Fin Rep Pub
		03	General Population Characteristics of Service Area (continued)		
			() Population increase (decrease) () Percentage annual increase (decrease) () Median age		
			() White population () Black population		
			 () Indian population () Other population () Foreign-born population () Ratio of population ages 5-15 to population ages 16-64 () Ratio of population under 18 and over 65 to population ages 18-64 		
			() Ratio of number of children ages 1-5 to number ages 10-14 () Urban population () Rural farm population		
ć.			() Rural non-farm population () Percent change in urban population () Percent change in rural population		·
()	()	What A	re the Vital Statistics of the LEA Service Area?		
		04	Vital Statistics ———— () (·)	(,) () () (
			Needed (V) () Annual births		
			() Crude birth rate () Annual deaths () Crude death rate		
		-	() Annual infant deaths () Infant mortality rate () Natural population increase (decrease)		
			() Age-specific birth rate () Age-specific death rate () Net migration		,
		•	() Annual divorces and annulments () Divorce and annulment rate () Annual suicides by age and socioeconomic		
			characteristics () Delinquencies () Drug arrests of juveniles		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
()	()	What A	re the Household Characteristics of the LEA Service Area?		
		05	Household Characteristics — () ()	() () () ()
			Needed (✓) () Number of households () Average size per household () Percent of families which are husband-wife families		•

	RATING SCALE			USES			
3 4 5 6	No Importance Significantly Below Average Importance Somewhat Balow Average Importance Average Importance Somewhat Above Average Importance Significantly Above Average Importance Critical Importance	Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Data to Information

95 Household Characteristics (continued) Percent of children under 18 living with both parents Percent of families with members under 18 who have female heads Percent of children under 18 living with their parents but the father is not present as the nousehold head Percent of families with member under 18 years of age Percent of children under 18 in housing with one or more persons per room Median persons per room Percent of occupied housing units with 1.01 or more persons per room Percent of rental housing with a monthly contract rent of \$80 or less. Average value of owner-occupied housing Percent of occupied housing units occupied by owner Percent of occupied housing that is Black occupied Median family income Percent of all families with income less than poverty

Number of families with children under 3 who have

Percent of all households with income less than poverty

Percent of families with annual income of \$10,000 or less Percent of families with annual income in excess of

family income less than poverty level

() () What Are the Employment Characterist — the Population in the LEA Service Area?

06 Employment Characteristics of Population

level

level

\$10,000

Needed (√) () Civilian labor force White civilian labor force by sex)/ Black civilian labor force by sex Male civilian labor force by age Female civilian labor force by age Labor force participation rate by age, sex and race Unemployment trate by age, sex and race Characteristics of the unemployed Employment by occupations Average hours and earnings by industry Percentage change in occupational employment classifications over a specified number of years Percentage change in industrial employment classification over a specified number of years Mobility patterns of work force (geographic and occupational) Employment by industrial grouping

>				,	/				
Agency Presently Asks Question ($ extcolorer{H}$	Agency Would Ask Question if Dara Were Available (P)	Blank No Importance 1 Significantly Below Average Importance 2 Somewhat Below Average Importance 3 Average Importance 4 Somewhat Above Average Importance 5 Significantly Above Average Importance 6 Critical Importance		Planning	Operation	Evaluation Co	Finance and Budgeting	Reporting Requirements	Public Information
()	()	What Are the Current Employment Opportunities in the LEA Service Area?							
•		07 Current Employment Opportuniti	— (;)	()	()	()	()	()
		Needed (*) () Job vacancies by occupations () Job vacancies by industry () Indicator(s) of laber supply by occupations () Names and addresses firms by occupations () Names and addresses of firms by industry () Hiring agents for significant occupation () Typical job duties by specific occupation () Characteristics of worker customarily nired in the occupation () Licensure, credentials and cartificate requirements for specific occupations () Union affiliation by occupation () Apprenticeship opportunities by occupation () Training opportunities by industry () Listing of employers who conduct OJT () Employers who customarily hire workers from specific applicant groups () Hiring channels customarily needed for specific occupations () Hiring practices of significant employers () Prevailing wage rates for selected occupations () Geographic location of "job centers" and "industry centers" () Labor demand-supply relations for selected occupations				~-			
()	()	What Are the Employment Prospects in the LEA Service Area?						- :	:
		08 Employment Prospects	()	()	()	()	()	()
		Needed (V) () Anticipated short-term (one year) labo demand by occupation () Anticipated longer-term (five years) labor demand by occupation () Anticipated short-term (one year) labor supply by occupation () Anticipated longer-term (five years) labor supply by occupation () Longer-term employment projections by industry () Anticipated changes in typical job duties for selected occupations () Anticipated changes in characteristics of "worker customarily hired" in occupation							

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What Are the Educational Characteristics of the Population in the LEA Service Area?

09 Educational Characteristics

	N	ee	ded, ♥
	-	;	
)	Number of male (female) population 25 and above
			graduated from college
	()	
			attended college, but did no graduate
	()	
	•		that grad ared from Figh school
	()	Number of male (female) population 25 and above
	`	•	that are not high school graduates
	,	`	
	()	Number of male (female) population completing less
	_		than fifth grade
)	Public school enrollment, grades K-3
)	Number of private schools, K-8
	()	Private school enrollment, grades K-8
	()	Public school enrollment, grades 9-12
	Ċ)	Number of private schools, grades 9-12
	ì	Ś	Private school enrollment, grades 9-12
	``	í	Number of proprietary schools
	- 1	ί.	Enrollment in proprietary schools
	7))))))	Number carelled in community colleges and 1000
	(,	
	,		population ages 16-24
	()	Number enrolled in senior colleges and universities
			p. 1000 population ages 18-24
	()	Number enrolled in community colleges per 100 high
			school graduates
	()	Number of annual high school graduates enrolled in
•			senior colleges
	()	Number of annual high school graduates envolled in
	`	•	community colleges and technical institutes
	1)	Number of annual high school graduates enrolled in
	`	′	trade; business, nursing schools
	٠,)	
	(,	Number of annual high school graduates who are gainfully
	_		employed
i	()	Number of enrollees in college transfer programs per 100
		•	enrollees in community colleges
	()	Number of enrollees in general education programs per
			100 enrollees in community colleges
	()	Number of enrollees in technical programs per 100
	•		enrollees in community colleges
	1)	Number of enrollees in vocational pregrams per 100
	`	,	
	,		enrollees in community colleges
	()	Number of enrollees in adult basic education courses
			per 100 population ages 16-64
	(.)	
			enrolled in school per 100 males 16-21
	()	Number of enrol-lees in secondary vocational education
	•		per 100 secondary enrollees
	()	Numbe as (females) 16-21 years old who are not
	`	•	, his ool graduates per 100 males 16-21
	(`	Number of males (females) 16-21 years old who are unemployed
•	`	-	or not in labor force per 100 males not enrolled in school
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) What Ar	e the General Economic Characteristics of the LFA Service				٠ 🙏
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10	General Economic Characteristics	()	() ()()	() (
	Needed (V)				
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	() Percentage change in number employed and taxable		, y'		
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	() Savings capital of Savings and Loan Associations /		**		
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	for selected years	:			· · · ·
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	() Capital investment by industry group				
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What Ar	the Economic Characteristics of Local Government(s) in the	: .:			٠.
LEA Ser	vice Area?	•	•		
· 11	Sconomic Characteristics of Local Government(s)	()	c > c	· 5 ()	$C \rightarrow C$
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	Area? 10 4 10 4 10 4 10 4 10 6 10 7 10 8	What Are the General Economic Characteristics of the LFA Service Area? 10 General Economic Characteristics Needed (*) () Number employed and taxable payroll by industrial groups () Percentage change in number employed and taxable payroll for selected years () Per capita income () Total bank deposits (loans) () Percentage change in total bank deposits () Number of commercial farms () Value of isra products sold (including livestock) () Number of farm operators working off farm more than 100 days () Average sales per farm () Average value of farm () Auto registration () Savings capital of Savings and Loan Associatione () Value of minerals produced () Percentage change in value added by manufacture for selected years () Total retail sales () Per capita retail sales () Per capita retail sales () Percentage change in total retail sales for selected years () Total dollar value wholesale sales () Percentage change in total dollar value wholesale sales for selected years () Total dollar value by ledustry group What Are the Economic Characteristics of Local Government(s) in the LEA Service Area? 11 Feonomic Characteristics of Local Government(s) Needed (*) () Local government/annual revenue by source () Annual expenditures by expenditure excegories () Bonded indebtedness () Bonded indebtedness () Bonded indebtedness () Total tax levies by types of taxes () Total tax levies by types of taxes () Total property tax rates for specified school purposec () Local government shares of state administered tax levies by types of taxes () Per capita bonded indebtedness to bonded indebtedness limit () Total revenue from state sources () Total revenue from state sources () Total revenue from state sources () Total revenue from state sources () Total revenue from state sources () Total revenue from state sources	What Are the General Economic Characteristics of the LFA Service Area? 10 General Economic Characteristics Needed (*) () Number employed and taxable payroll by industrial groups () Percentage change in number employed and taxable payroll for selected years () Per capita income () Total bank deposits (loans) () Percentage change in total bank deposits () Number of commercial farms () Value of farm poperators working off farm more than 100 days () Average sales per farm () Average value of farm () Average value of farm () Yalive added by manufacturer: () Value of minerals produced () Percentage change in value added by manufacture for selected years () Total retail sales () Per capita retail sales () Percentage change in total retail sales for selected years () Total dollar value wholesale sales () Percentage change in total dollar value wholesale sales for selected years () Euliding permits per year () Capital investment by industry group What Are the Economic Characteristics of Local Government(s) in the LEA Service Area? 11 Feonomic Characteristics of Local Government(s) () Bonded indebtediess limit () Local government / annual revenue by source () Annual expenditures by expenditure excegories () Bonded indebtediess limit () Capital investment shares of states administered tax levies by types of taxes () Total property tax rates for specified echocal purpose: () Local government shares of states administered tax levies by types of taxes () Per capita bonded indebted uss () Per capita bonded indebted uss () Barto bonded indebted uss to bonded indebtadness limit () Total revenue from state sources () Iotal revenue from state sources () Iotal revenue from state sources	What Are the General Economic Characteristics of the LEA Service Area? 10 General Economic Characteristics () () () (Needed (*) () Number employed and taxable payroll by industrial groups () Percentage change in number employed and taxable payroll for selected years () Per capita income () Toral bank deposits (loans) () Percentage change in total bank deposits () Number of compercial fatms () Value of farm products sold (including livestock) () Number of farm operators working off farm more than 100 days () Average sales per farm () Average walue of farm () Average walue of farm () Average sales per farm () Average walue of farm () Yalue of minerals produced () Percentage change in value added by manufacture for selected years () Value of minerals produced () Percentage change in total retail sales () Per capita retail sales () Per capita retail sales () Per capita retail sales () Percentage change in total dollar value wholesale sales () Pernange change in total dollar value wholesale sales () Pernange change in total dollar value wholesale sales () Percapita the selected years () Editing permits per year () Capital investment by industry group () Capital investment by industry group () Local government (characteristics of Local Government(s) in the LEA Service Area? 11 Feonomic Characteristics of Local Government(s) () () () () () Percentage characteristics of Local Government(s) () In the LEA Service Area? 12 Feonomic Characteristics of Local Government(s) () () () () () () () () () () () () ()	What Are the General Economic Characteristics of the LEA Service Area? 10 General Economic Characteristics Needed (/) () Number employed and taxable payroll by industrial groups () Percentage change in number employed and taxable payroll for selected years () Per capita income () Total bank deposits (loans) () Percentage change in total bank deposits () Number of commercial farms () Value of farm operators working off farm more than 100 days () Average sales per farm () Average value of farm () Average value of farm () Average value of farm () Yalide added by manufacturer; () Value of minerals produced () Truck registration () Savings capital of Savings and Loan Associatione () Valide added by manufacturer; () Value of minerals produced () Percentage change in value added by manufacture for selected years () Total retail sales () Per capita retail sales () Per capita retail sales () Percentage change in total dellar value wholesale sales () Total dollar value wholesale sales () Percentage change in total dellar value wholesale sales () Estitiding permits per year () Capital investment by Industry group What Are the Economic Characteristics of Local Government(s) in the LEA Service Area? 11 Feonomic Characteristics of Local Government(s) Needed (/) () Local government annual revenue by source () Annual expenditures by expenditure eccegories () Bonded indebtedness () Bonded indebtedness () Total tray levies by types of taxes () Total tray levies by types of taxes () Total tray levies by types of taxes () Total property tax rates for specified echool purposee () Local government shares of state administered tax levies by types of taxes () Ratio bonded indebtedness to bonded indebtedness limit () Total revenue from seater sources () Fotal revenue from seater sources

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() ()		s the Revenue Base(s) for Public Education in the LEA			:
		Servic	e Area?			
		12	Revenue Base(s) for Public Education	()(·) () () () &
			Needed (✓)			
			() Total assessed value of all property subject to taxation		•	
	•		() Percentage change in assessed valuation for selected years		•	. •
			() Total assessed value of real (tangible personal)	•		
			property • () Official property assessment ratio	•		
			() Property tax rate () Total property tax levied for schools	i.		•
			() Ratio of total property taxes levied for schools	:		•
			to total property taxes levied for all purposes () Value of tax exempt property	/ \$		
			() Total local expenditures for public school			
			education () Per capita local expenditures for public school	1		٠-: ر
			education	. <u> </u>	•	-
			education	/	•	
			() Per capita federal expenditure for public school education	, ,	• • • • • • • • • • • • • • • • • • •	
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` () . ()	What I	s the Political Support for Public Education in the LEA	1.	•	
		Servic	e Area?		•	•
		13	Political Support for Public Education	- ,* () () ()() () (
3		. \	Needded (V)		* s ₀	;
	•		() Voter registration by party () Voter ratio)	
			() Votes cast in last three local elections	· · ·	•	
			() Votes cast in school operating levy (local elections) last three elections	\ ``.	7.8	
			() Outcomes of local elections	. \ .	• • •	•
	`	,				
() ()	What A	re the Vocational Training Resources in the LEA Service			
	· ·	14	Vocational Training Resources	() () ()() () (
			Needed (1)			
			() Number of training slots in business and industry		••	, , , , , , , , , , , , , , , , , , ,
			() Number of training slots in civilian governmental agencies			* *
			() Number of training slots in private agencies and		•	•
	:		organizations () Number of training slots in military installations	• . •		
	•		() Number of training slots by prime sponsors under CETA			
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*						
Are the CET	A Program Characteristics in the LEA Service Area?					
`•	•					

Needed (V)

() Number of prime sponsors in service area () Total amount of CETA Title I funds received

by prime sponsors in service area

() Amount of five percent supplemental vocational education funds received by prime sponsors in service atea

() Amount of five percent supplemental vocational education funds expended by local prime sponsors for public-vocational education schools

() Amount of CETA Title I funds expended by local prime sponsors on public vocational education schools

	RATING SCALE			USES			
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FILE 12

()	WHAT ARE THE VOCATIONAL EDUCATION CHARACTERISTICS OF THE STATE EDUCATION AGENCY?
()	How Is the State Education Agency Identified?
•	01 <u>ldentification</u> () () () () () (
	Needed (V) () Name () SEA code
() ()	What Is the Total State Expenditure for Vocational Education?
	02 Total State Expenditure for Vocational Education ————————————————————————————————————
	Needed (V) () By activity (see File 13) () By object (see File 14) () By part of the VEA as a cost center () By source of revenue as a cost center () By program area as a cost center () By program level as a cost center
() ()	What Is the Total Local Education Agency Expenditure for. Vocational Education Aggregated Across LFAs?
	O3 Total Local Education Agency Expenditure for Vocational Education Aggregated Across LFAs (See File 10:17-19) () () () () () ()
1	Needed (*) () By activity () By assignment () By object () By part of the VEA as a cost center () By source of funds as a cost center () By program area as a cost center () By program level as a cost center () By curricula as a cost center

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() ()	What Is the Total Local Education Agency Expenditure
	Aggregated Across Curricula?
•	04 Total Local Education Agency Expenditure (See File 10, 17, 19) ()()()()()
	Weeded (V)
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1	() By program area as a cost center,
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_	() By LEA as a cost center
\mathcal{O}	What Is the Total Vocational Education Revenue?
• .	O5 Total Vocational Education keyenue ()()()()()()
	Needed (V)
٥	() From federal sources () From state sources
	() From local sources
() ()	What Is the Total State Vocational Education Aids and
() ()	Expenditures?
	O6 State Vocational Education Aids and Expenditures()()()()()
	/ Needed (v)
	() Dollar expenditure by general-purpose flat grants () Dollar expenditure by general-purpose equalizing
	grants
	() Dollar expenditure by special-purpose flat grants () Dollar expenditure by special-purpose equalizing
•	grants
•	
, , , , ,	What is the Method for Distribution of Paul B VEA Funds to
(*) ()	What Is the Method for Distribution of Part B VEA Funds to Local Education Agencies?
() ()	Local Education Agencies?
() ()	
() ()	Local Education Agencies? ON Method for Distribution of Part B VEA Funds to Local () () () () () () () () () () () () ()
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\bigcirc	()		the Criteria Used by the State in the Distribution of EA funds?	,				, .		• •
			riteria Used by the State in the Distribution of Part VEA Funds	() ()	() (()) (]
		(((<pre>deeded (√)) Manpower needs and job opportunities) Differences in vocational education needs) Relative ability to provide resources) Relative costs of programs, services and activities) Vocational staff characteristics ') Student enrollment) Others</pre>	J		· ·		•		
(,)	()		the Relative Weight Given to Criteria Used in State tion of Part B VEA Funds?							
	•	09 <u>F</u>	elative Weight Given to Criteria Used in State Distri- ution of Part B VEA Funds	() ()	. () ()	()) (
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()	()		the Basis for State Distribution of VEA Funds?			,	, , ,		, ,	. ,
] (leeded (V)) Reimbursement for incurred costs) Reimbursement for anticipated costs) Other	,	·) (.)		, (
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()	()		otal Statewide Enrollment in Vocational Education							,
			See File 10:09)	() ()	())	()) (
		(Reeded (V) () By curriculum characteristics () By student characteristics () By program area () By program level	1					·	

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()	()	What Are the Statewide Characteristics of Vocational Property (State Plus Aggregated LEA Property)?	
		17 Vocational Property (See Files 10:10, 11 and File 16) ———————————————————————————————————) ()
		Needed (√) () Property identification () Total cost by property characteristics	. •
()	()	What Are the Statewide Vocational Student Post-School Outcomes Aggregated Across LEAs?	
		18 Vocational Student Post-School Outcomes (See File 10:14) ———— () () () ()) ()
٠.	/	Needed (/) () Number employed in state () Total number by post-school outcomes () Post-school outcomes by curriculum () Post-school outcomes by LEA	
()	()	What Is the Statewide LEA Information Aggregated Across LEAs?	,
		19 Statewide LEA Information (See File 10) () () () () ()()
	•	Needed (/) () LEA identification () Total number of LEAs by LEA characteristics () LEA characteristics by substate areas	

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()	()	WHAT AR ACTIVIT	E THE STATE EDUCATION AGENCY VOCATIONAL EXPENDITURES BY IES?				•	•.
()	()	How Is	the State Education Agency Identified?	٠.,			-!	
		01	Identification	()	()	(-)	()	~ (
			Needed () () Name () SEA code		•			
\sim	()		the State Vocational Education Expenditure for General ment Activities?					
	مني بر		General Management	()	()	()	. ()	() (
			Needed () () Agency-wide policy development activities () Agency-wide policy implementation activities () Internal agency coordination activities () Coordination with other state agencies activities () Coordination with nongovernmental agencies activities () Interstate agency relations activities () Agency federal relations activities () Agency local relations activities () Agency public relations activities () Agency public relations activities () Agency human rights activities () Agency legislative liaison activities () Agency personnel negotiations activities () Preservice orientation and training management activities () Fellowship, internship, and traineeship management activities () Institutes, workshops, conferences, and special courses management activities () Other general management activities					
()	\bigcirc		the State Vocational Education Expenditure for Planning, th, Development, and Evaluation Activities?					
			Planning, Research, Development and Evaluation	()	()	· ()	()	().(
		·	Needed () () Management of planning, research, development and evaluation activities () Agency-wide planning activities () Inter-agency planning activities () State plan preparation			,	```	/

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() Curricular research activities () Student achievement research activities () School facilities research activities () Personnel staffing research activities () Demonstration and dissemination activities () Intra-agency evaluation activities () Other, research, development and evaluation activities	÷			•		٠			
Is the State Vocational Education Expenditure for Internal									
cy-Wide Support Services Activities?			•						

Needed () () Agency support services management activities Statistical services activities Curricular development services activities Auditing services activities Mail control services activities Payroll services activities Purchasing services activities Supply services activities Personnel management services activities Property management services activities Legal services activities Legislative services activities Library services activities Data systems services activities . Machine data processing services activities Graphic arts services activities

What Is the Total State Vocational Education Expenditure for Improvement and Approval of Programs and Services Activities?

Record management services activities

Publication services activities Editorial services activities

05 Improvement and Approval of Programs and Services

Needed ()

()	Management of improvement and program approval service activities
()	Teacher education program improvement activities .
()	Student teacher program improvement activities
()	Other teacher education improvement activities
()	Public school approval, accreditation, licensing and chartering activities
()	Nonpublic school approval, accreditation, licensing and chartering activities

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-		05 Improvement and Approval of Programs and Services (continued)			•	•			
	1	 () Public school personnel certification and licensing activities () Nonpublic school personnel certification and licensing activities () Nonschool personnel certification and licensing activities 	s	•	٧		•	,	
()	()	What Is the Total State Vocational Education Expenditure for Direct Assistance Activities?							
		Needed () () Direct Assistance (exclusive of consultative services) Needed () () Direct assistance to local personnel in preservice orientation and training activities () Direct assistance to local personnel in providing fellowships/traineeships/internships activities () Direct assistance to students in providing scholarships and work study opportunities activities () Educational media services provided local districts	(•	()	• () ()) (
. '		() Civil defense services activities () Civil defense services activities () Civil defense services activities							
()	()	What is the Total State Vocational Education Expenditure for Agency Operated Schools and Institutions Activities?	.				/	Ç	
		07 Agency Operated Schools and Institutions	((ړ.	()	() ()	() (
	·	Needed () °() Operation of area vocational school activities () Operation of adult education institution activities () Operation of area service center activities () Operation of career education center activities () Operation of postsecondary school activities () Operation of special school activities () Other operation activities							
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C)	Q	What Is the Total State Vocational Education Expenditures for Distribution of Resources Activities?			•				
÷		08 <u>Distribution of Resources</u> Needed ()	()		()) <u> </u>	()) (
		 () Management of distribution of resources activities () Allocation and distribution of VEA financial grants activities 					\	•	

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5 Significantly Above Average Importance 6 Critical Importance	eration	valuation	inance and Budgeti	Reporting Requireme	ublic Information

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- Allocation and distribution of state financial grants and subsidies activities
- Allocation and distribution of other financial resources () activities
- () Allocation and distribution of materials and equipment activities

What Is the Total State Vocational Education Expenditure for Consultative Services Activities?

09 Consultative Services

Needed ()

()	Management of consultative services activities
()	Instructional consultative assistance by program area
		services activities
(7	General instructional consultative assistance by program level service activities
()	Cooperative instructional consultative services activities
()	Career education consultative services activities
()	Occupational exploration consultative services activities
()	Education for the disadvantaged consultative services activities
()	Education for the handicapped consultative services activities
. ()	Migranc educational instruction consultative services activities
()	Urban educational instructional consultative services activities
()	Bilingual educational instructional consultative services activities
()	Specially funded instructional consultative services activities
()	Educational media consultative services activities .
)	Guidance/counseling consultative services activities
)	Other student support consultative services activities
·)	District and school organizational consultative services activities
)	School plant facilities consultative services activities
)	Program planning consultative services activities
)	Program evaluation consultative services activities
()	Management information system consultative services activities
)	Machine data processing consultative services activities
•)	Fiscal management consultative services activities
. (Personnel management consultative services activities
)	Legal and legislative consultative services activities
() .	Preservice orientation and training consultative services
		activities / `

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		09 Consultative Services (continued)	•						
		 () Institutes, workshops and special courses consultative services activities () Motivational training consultative services activities () Other consultative support activities (n.e.c.) 	~		٠,		_		
()	()	What Is the Total State Vocational Education Expenditure for Nonprogrammed Charges?		<u>-</u> i-			×		*
		Needed () () Grants and subsidies to local education agencies () Grants to teacher education institution(s) () Transfer of funds () Other grants and subsidies				()	()		•
()	()	What Is the Total State Vocational Education Expenditure for Debt Services?			-			. •	
		11 Debt Services	•		()	.()	$\left(\cdot \right)$	()	()
		Needed () () Redemption of principal () Interest		-					3
()	$\langle \cdot \rangle$	What Is the Total State Functional Expenditure for Vocational Education by Cost Centers?						•	•
		12 Cost Centers		()	()	()	(`)	()	()
		Needed () () Program level as a cost center () Program area as a cost center () Parts of VEA as a cost center () Source of funds as a cost center	-	-					
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() () WHAT AR	E THE STATE EDUCATION AGENCY VOCATIONAL EXPENDITURES BY		
ASSIGNM	ENT?/		
() () How Is	the State Education Agency Identified?		
01	Identification () ()	()(),() (
•	Needed (√) () Name		
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	e the Expenditures for Instructional Assignments ed to the SEA?	\ \	
02	Instructional Expenditures () ()	\mathcal{A}) (
	Needed (/) () Teaching assignment		
() () What Ar	e the Expenditures for Instructional Support Assignments		
	ed to the SEA?		
-	Instructional Support Expenditures () ()	()()()) (
	Needed () () Curriculum specialist assignment () Librarian/media assignment	· · · · · · · · · · · · · · · · · · ·	
	() Library/audio-visual aide assignment () School direction and management assignment		
	() Assistant school direction and management assignment (/) Certification assignment () Accreditation assignment		
	() Consultant/Supervisor assignment () Program Supervisor/Coordinator assignment		٠.
	e the Expenditures for Administrative Support Assignments ed to the SEA?	•	
04	Administrative Support Expenditures () ()	()()() (
	Needed (V) () Commissioner/Superintendent assignment	-	
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Public Information

18 Position Assignment (FTE Allocation) (continued)

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Department/Office Director assignment
Assistant Division Director/Chief assignment
Chief Consultant/Supervisor assignment
Consultant/Supervisor assignment
Assistant Bureau Head/Chief assignment
Program Supervisor/Coordinator assignment
Administrative intern assignment
Administrative aide assignment
Curriculum specialist assignment
Librarian/media assignment ·
Library/audio visual aide assignment
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Accounting assignment
Analyst assignment
Auditing assignment
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Assistant school direction and management assignment
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Machine data processing assignment
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Accreditation assignment
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()	Preservice orientation and training consultative services
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() () WHAT	ARE THE STATE EDUCATION AGENCY VOCATIONAL PROPERTY CHARACTERISTICS?	and a second
() () Wher	Is the State Size Located?	•
	Site Location(s) () () () () ()	()
	Needed (1) () Geographic location(s)	,
() () What	Uses Are Made of the State Site for Vocational Purposes?	
0	Use(s) of Site for Vocational Purposes () () () ()	()
	Needed (/) () Administrative office building housing vocational education agency () Instructional building	
	() Transportation building () Maintenance building () State operated school building () Warehouse () Food services building	
	() Parking	
()() Who	wns the State Site?	
		()
	Needed (V) () District owned () County owned () Municipally owned () Nonpublically owned () State owned () Federally owned () Other	
() () When	Was the State Site Acquired?	
. (Date(s) of Acquisition	()
	Needed (√) () Date(s) of acquisition of original site () Date of acquisition of each addition to original site	
	() Method of acquisition.	

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		05	Cost(s) of Site(s)	() (:	())	()	()
		•	Needed (*) () Acquisition list of land at time of pusse () Total cost outdoor service systems site () Total cost landscaping and other site improvement () Total cost of miscellaneous improvements to site		s.e					•
			() Current book value of site		•			•		-
()	()	What I	s the Area of the State Site?							•
	,		Area of the Site(s) Needed (() ()	()	()	()	()
			 () Total acreage of the site () Total acreage used for administration () Total acreage used for instruction 					<i>*</i>	7	
()	()	What I	s the Number of Buildings on the State Site?						. :	
		07	Number of Buildings on Site	— () ((,)	()	()	`()	()
		^	Needed (v) () Total number of building(s) () Number that are single story () Number that are multiple story () Date(s) of construction of each building () Date(s) of additions to original construction of each building		, v	١.,				
()	()	What A	re the Characteristics of Each Building on the State Site?							÷
		08	Building Information	() (()	()	()	()	() ,
J			Needed (V) () Site identification () Gross square footage floor area of each building () Square footage for housing state vocational education agency () Square footage for vocational education office area () Square footage in use for instructional services () Square footage in use for warehouse services () Square footage in use for food services () Square footage in use for transportation				-			
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			Approcipated Assetul life >							
()	()	Wit: At	we thus lists and Values of Each Building on the State Site? ϵ							
			C of Building(s)	(.)	()	()	()	()	()
			Negrited (✔)							
			Total acquisition cost of building(s) Present value of building(s)			٠.	, ·			
					.,					
()	()	How the American	ch of the Area of Each Building Is Used for Circulation in and Between Buildings?							-
			Circulation Areas in and Between Building(s) - Square							
			Foctage	(′)	()	() ()	() ()
			Needed (V) () Coss corridor area				٠.			_
			Received passangeways between buildings to control to the control space in building(s) used for	i						
			circulation							ŕ
<i>(</i>)	()	What 4	To The Moom Characteristics Within Each Building on the						٠	
,	()	State			,	¥				
		12	Room Characteristics	 ()	()	(()	()) ()
			Needed (V) () Building identification					,		
	: .		() Room identification () Room size - square footage				•	•		
			Room type							
	1		Room condition (Utilization by functional activities							
			() Utilization by program level () Utilization by program area							
/.			() Utilization by part of VEA							,

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()	()	What Are the Characteristics of General Transportation: a litility Equipment Used in Vocational Education?							
			()	()	()	()	()	()
		Needed (v) () Number of school buses () Date(s) of acquisition () Method of acquisition () Current (book) value of each vehicle () Condition of each vehicle () Number of other vehicles () Average current value of each vehicle () Funding source					,	,	
\mathcal{O}	()	What Are the Characteristics of Fixed Equipment Used in Vocational Education at the State Level?	•						
		14 Fixed Equipment	()	()	()	()	(:)
		Needed () () Equipment item identification (inclusive of description) () Acquisition date () Method of acquisition () Equipment cost () Equipment condition () Life expectancy () Annual depreciation rate () Current value () Funding source () Assignment to functional allocation () Assignment to program level () Assignment to program area					·		
		() Assignment by part of VEA() Building location() Room location					•		•
()	$\langle \cdot \rangle$	What Are the Characteristics of Large Movable Tools and Equipments Used in Vocational Education at the State Level?							
		15 Large Movable Tools and Equipment	()	()	()	(,)	()	()
		Needed (√) () Equipment item identification () Acquisition date () Method of acquisition () Equipment condition () Equipment cost () Life expectancy () Annual depreciation rate () Current value							•

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		15	Large Moveple Tole and Earlipments (continued)					
			() Funding sour .					•
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			() Assignment by part of VEA					
			() Building location () Room location					
			() LEGIT TOCKETON .					
()	()		re the Characteristics of the Books Held in Library for none Purpose. Used in Vocational Education at the Lavel?			,		
		16	Books Reld in Library for Reference Purposes	()() (¹ 2)	()	<i>(</i>)	()
		10			, (-,	` '	` '	
			Needed (√) () Total number					
			() Total cost of reference books					
			() Assignment by functional allocation () Assignment by program level					
			() Assignment by program area					٠,
			() Assignment by part of VEA					
()	()	What A Equipm	re the Characteristics of the Small Tools and Small ment Used in Vocational Education at the State Size					
		17	Small Tools and Small Equipment	()) ;)	()	()	$\langle \cdot \rangle$
			Needed (4)					
			() Nummer of individual items					•
			() Assignment by functional allocation () Assignment by program 1 Hel					. • •
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			() Avecage unit cost					
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()	()		re the CharacterEstates of Other Equipment Required for onal Education and the State Level?				,	
		18	"Other" Equipment Required	())	()	()	()
			Needed (√)					
			() Name of equipment group		٠.,	· .,		
			() Number of items in group					-
		•	() Average unit acquisition cost of equipment a		\$			
		-	() Total acquisition cost of equipment group		\$45 - 1			
		- •	() Total current value / 108		1.			
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		3 "Other" Equipment Required (continued)								
		() Assignment of Sunctional allocation () Assignment program level () Assignment program area () Assignment part of VEA								
)	7	What Are the Characteris: we of Material . Used for Vocational Expection at the State 16° al?	4					*		
		19 Materials	() (()	())	())
		Needed (*) () Name of materials group () Number of items in group () Average unit acquisition cost of materials in group () Tomal acquisition cost of materials group () Tomal current values () Assignment to program level () Assignment to program area Assignment by part of VEA								
	()	What Are the Characteristics of Supplies Used for Vocational Education at the access Level?								
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()	WHAT ARE THE GENERAL TWO ACTERISTICS OF THE STATE?								
(·)	How Is the State Edentified?								
	01 State identification	(), ()	()) ()	()	()
	Needed (V) () State name () State rode							• -	
() ()	How Is the State Divided Geographically								
,	02 Areal Impormation) †	`	() ()	()	(
	Needed (a) () Land area () Member of state economic areas () Member of labor market areas () Number of counties or equivalent governmental units () Number of secondary school districts by type and size () Number of secondary districts by type and size () Number of state planning regions () Area togation of state planning region () Area togation of state planning region () Area togation of state planning tegion () Area togation of state planning tegion () Area togation of congressional districts Area togation of CETA prime sponsor area								
() ()	What Arr the Ger ral Population Characteristics of the State?								
	03 General regulation Characteristics	 (,) ()	()	(
	Needed (* () Total population () Total projected population () Population density () Age-specific population () Age-specific population projections () Sex-specific population () Sex-specific population () Sex-specific population () Age, sex specific population () Percentage annual increase (decrease)							v.	

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	of population under 18 and over 65 to a smillion						•.
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() () What Are the Household Characterists: of the State Pop action?

2	Household Characteristics	- () '	,		, (
	Needed (%)			•	
	() Number of households () Average size per household	 . "			
	() Percent of families which are susband-wife families () Percent of children under li diving with both parents				

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	05	Household Characteristics (continued)						
		() Percent of families with members under 18 who have						
• •	•	female heads						
		() Percent of children under 18 living with their parents but the father is not present as the household head						
		() Percent of families with member under 18 years of age						
		() Percent of children under 18 in housing with one or more						
		persons per room						
4		() Median persons per room () Percent of occupied housing units with 1.01 or more persons			•			
		per room						
		() Percent of rental housing with a monthly contract fent of \$80 or less						
	,	() Average value of owner-occupied housing		`.				
		() Percent of occupied housing units occupied by owner						
-		() Percent of occupied housing that is black occupied () Mediar family income						
	_	() Percent of all families with income less than poverty level						
	`)	() Number of ramifies with children under 18 who have family income less than poverty level	•					
	-	() Percent of all households with income less than poverty level			•			
		() Percent of families with annual income of \$10,000 or less						
		() Percent of families with annual income in excess of \$10,000						
()	What A	re the Employment Characteristics of the State Population?						
	06	Employment Characteristics of Population	() () () ()	\subset	()
	,	Needed (1)	•			٠,		
		() Civilian labor force						
		() White civilian labor force by sex					_	
	•	() Black civilian labor force by sex () Male civilian labor force by age						
	·	() Female civilian labor force by age			,			
		() Labor force participation rate by age, sex and race						
		() Unemployment rate by age, sex and race						-
	-	() Characteristics of the unemployed						•
,		() Employment by occupations () Average hours and earnings by industry						
,		() Percentage change in occupational employment classifi- cations over a specified mimber of years					-	
*		() Employment by industrial grouping				•	•	•
		() Percentage charge in industrial employment classifica- tions over a specified number of years	. ,					
		() Mobility patterns of work force (geographical and occupational)				-	- Marie	R. S. PARSEES

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)	Ċ		re the Current Employment Opportunities Available to the Population?							÷	•
		07	Current Employment Opportunities	((.)	()	()	()	() (
,	· · · · · · · · · · · · · · · · · · ·		Needed (V) () Job vacancies by occupations	ŕ		_{6,} •					
	1	W. Mark	() Job vacancies by industry () Indicator of labor supply by occupations	7.							
	1		 () Names and addresses of firms by occupations () Names and addresses of firms by industry () Hiring agents for significant occupation 								
			() Typical job duties by specific occupation () Characteristics of worker customarily hired in the						,	•	
	-		occupation () Licensure, credentials and certificate requirements for specific occupations								
			 () Union affiliation by occupation () Apprenticeship opportunities by occupation () Training opportunities by industry 							-	
			() Listing of employers who conduct OJT () Employers who customarily hire workers from specific			,					•
			applicant groups () Hiring channels customarily needed for specific occupations			٠					
		÷	 () Hiring practices of significant employers () Prevailing wage rates for selected occupations () Geographic location of "job centers" and "industry 	,							•
			centers" () Labor demand-supply relations for selected occupations					<u>~</u>	-		
	\mathbf{C}	What 1	s the State Employment Prospect?								
)											

occupation .

Anticipated short-term (one year) labor supply by occupation

Anticipated longer-term (five years) labor supply by occupation

() Longer-term employment projects by industry
() Anticipated changes in typical job duties for selected occupations

() Anticipated changes in characteristics of "worker customarily hired" in occupation

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e Educational Characteristics of the State	II.	Ob	Eva	Pir	Rop	

() () What Are Populati

Educational Characteristics
Needed (1)
() Total number of public schools by school organization
() Total number of nonpublic schools by school
organization
() Total number of public schools offering a
vocational education program by school
organization
() Total number of private schools offering a
vocational education program
() Median years schooling completed, white (black) males
() Median years schooling completed, white (black) female
() Total number of male (female) population 25 and above
graduated from college
() Total number of male (female) population 25 and above
attended college but did not graduate
() Total number of male (female) population 25 and above
graduated from high school
() Total number of male (female) population 25 and above
attended high school but did not graduate
() Total number of male (female) population completing
less than fifth grade
() Public school enrollment, grades K-8
() Total number of private schools, grades K-8
() Private school enrollment, grades K-8
() Public school enrollment, grades 9-12
() Total number of private schools, grades 9-12
() Private school enrollment, grades 9-12
() Total number of proprietary schools
() Proprietary school enrollment
() Total number enrolled in community colleges per 1000
population ages 16-24, 25-54 and 55 and over
() Total number enrolled in senior colleges and universi-
ties per 1000 population ages 16-24, 25-54 and 55 and
over
() Total number enrolled in community colleges per 100
high school graduates
() Total number of annual high school graduates enrolled
in senior colleges
() Total number of annual high school graduates enrolled
in community colleges and technical institutes
() Total number of annual high school graduates enrolled
in trade, business, nursing schools
() Total number of annual high school graduates who are
gainfully employed
() Total number of enrollees in college transfer programs
per 100 enrollees in community colleges

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09 Educational Characteristics (continued)

()	imal number of enrollees in general education programs
	per 100 enrollees in community colleges
()	Tattal mumber of enrollees in technical programs per 100
	enrollees in community colleges
6.	tal mumber of enrollees in vocational programs per 100
	enrollees in community colleges
(tal number of enrollees in adult basic extension courses
	per 100 population ages 18-64
(.	otal number of males (females) ages 16-21 years old who are
	not enrolled in school per 100 males ages 16-21
()	Total number of enrollees in secondary vocational education
	per 100 secondary enrollees
()	Total number of males (females) ages 16-21 years old who are
	not high school graduates per 100 males ages 16-21
$\vec{b}_{i} \rightarrow$	Total number of males (females) ages 16-21 years old who are
	memployed or not in labor force per 100 males not
	percolled in school

What Ame the General State Economic Characteristics?

10 General Ecomomi Characteristics -

Newde	· · · · ·
	Number employed and taxable payroll by industrial groups
()	Percentage change in mumber employed and taxable payroll
	for selected years
Ţ	Fer capita income
•	Total bank deposits
(,	Total bank loans
()	Percentage change in total bank deposits
	Number of commercial farms
()	Value of farm products sold (including livestock)
(;	Number of farm operators working off farm more than 100 days
()	Average sales per farm
r)	Awerage value of farm
()	Auto registration
()	Truck registration
()	Savings capital of savings and loan associations
	Value added by manufacturers
'n	Value of minerals produced
	Percentage change in value added by manufacture for
	selected years
())	Total retail sales
())	Per capita retail sales
()	Percentage change in total retail sales for selected



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		• .	-			
10	General Economic Characteristics (continued)					·
					•	
	() Total dollar value wholesale sales					
	() Percentage change in total dollar value wholesale					
	sales for selected years () Building permits per year					
	() Capital investment by industry group					_
						. 1
				•		
That A	re the Economic Characteristics of State Government?					
	en .	, :	()	, , ,		
11	Economic Characteristics of State Government	-()	()	() (. ,	() (/.
	Needed ()	•	•	•		
	() State government annual revenue by source					
•	() Annual expenditures by expenditure categories	•				
	() Bonded indebtedness					•
	() Bonded indebtedness limit					•.
	() Capital improvement budget	•		•		
	() Total tax levies by types of taxes					
	() Total property tax rates for specified school					;· '
	purposes (a) local covernment shares of state administered tax					i
	() Local government shares of state administered tax levies by types of taxes					
	() Per capita bonded indebtedness					
	() Ratio bonded indebtedness to bonded indebtedness			;		
	limit		:			
	() Total revenue from state sources					
¥	() Total revenue from federal sources				•	•
7h.c	a sha Crasaulda Rausau Barria a a a a a					
mat I	s the Statewide Revenue Base for Schools?					
12	Revenue Base for Schools —	. ()	()	() (,	()
7.			` '			· / · ·
	Needed (V)		•	• ,		
,	() Total assessed value of all property subject to.					•
;	taxation					

What Is ()

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(). Percentage change in assessed valuation for clucted years Total assessed value of real property Total assessed value of tangible personal property () Official property assessment ratio by local govern-. mental unit () Property tax rate by local governmental unit () Total property tax levied for schools () Ratio of total property taxes levied for schools to total property taxes levied for all purposes Value of tax exempt property () Total local expenditures for public school education

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APPENDIX



KEY DEFINITIONS

Activity

The kind of work staff members perform on specific job assignments within the LEA. IV, p. 52.

Assignment

A specific group of activities for which a staff member has been given responsibility. IV, p. 100.

Adult Preparatory (Part-Time Study)

A program designed to provide training for persons who have already entered the labor market or are unemployed but need retraining in preparing for a new occupation. VEI, No. III, p. 55.

Adult Supplementary (Part-Time Study)

A program designed to provide training for persons who have already entered the labor market and need training to be updated or upgraded to achieve stability or advancement in their current employment. VEI, No. III, p. 55.

Adult Apprentice

A program designed to provide training for persons who have already entered the labor market, are currently employed, and need additional technical training to achieve journeyman status. Project definition.

Cost Center

The smallest segment of a program that is separately recognized in the agency's records, accounts, and reports. Program-oriented budgeting, accounting, and reporting aspects of an information system are usually built upon the identification and use of a set of cost centers. II, p. 123.

Curriculum and Instruction Code

A coding system which provides a distinct identity for each subject matter area and for each of the classified items of information within it. Handbook 6, p. 106.

Direct Assistance

Activities, aside from consultative services, designed to assist LEA students and staff. Handbook VII, p. 105 (modified).

Debt Services

Expenditures for the retirement of debt and expenditures for interest on debt, except principal and interest of current loans. II, p. 124.

Disadvantaged

Persons who have academic, socioeconomic, cultural, or other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education or consumer and homemaking programs designed for persons without such handicaps and who for that reason require specially designed educational programs or related services. VEI, No. III, p. 55.

Elementary

A program designed for children, grade 6 and below. VEI, No. III, p. 55.

Evaluation (General)

The process of ascertaining or judging the value or amount of an action or an outcome by careful appraisal of previously specified data in light of the particular situation and the goals and objectives previously established. II, p. 126.

Evalustion (Curriculum)

Evaluation generally involves an appraisal of current status and a comparison of this status with (a) the extent to which it attains predetermined objectives and purposes, (b) appropriate criteria or standards, (c) previous status, or (d) current status of others. Evaluation findings frequently provide the basis for activities undertaken to improve the instructional program of the school system. VI, p. 71.

Expenditures

Charges incurred, whether paid or unpaid, which are presumed to benefit the current fiscal year. II, p. 126.

Full-Time Equivalency (Functional Allocation)

The amount of time for a less-than-full-time activity divided by the amount of time normally required in a corresponding full-time activity. Full-time equivalency usually is expressed as a decimal fraction to the nearest tenth. Relative percentage of time spent according to function performed. IV, p. 106.

Handicapped

Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational or consumer and homemaking program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program. VEI, No. III, p. 55.

Local Educational Agency

A board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public educational institution or agency having administrative control and direction of a vocational education program. Vocational Education Amendments of 1968.

Local Education Agency Service Area

Refers to the geographic area served by the LEA in terms of target population characteristics, the geographic coverage of vocational curricula, the employment characteristics of the population, and opportunities for employment.

Nonprogrammed Charges

Conduit-type (cutgoing transfers) payments from SEAs to LEAs to other LEAs or administrative units in the state or in another state, and transfers from one found to another fund in the LEA. Handbook II, 49 (modified).

0bject

The service or commodity obtained as the result of a specific expenditure. II, p. 30.

OE Instructional Program

An instructional program is defined as instruction in one or more classes or blocks of time having a distinct code number, under an appropriate occupational classification (or special program) for a specific instructional level or target population in a particular educational institution. U. S. Office of Education, Form 346-3.

Parts of Vocational Education Act (VEA)

Part A Disadvantaged

STATE PROGRAMS

Part B1 Secondary

Part B2 Postsecondary

Part B3 Adult'

Part B4A Disadvantaged

Part B4B Handicapped

Part B5 Construction

Part 86 Guidance and Counseling

Part B7 Contracted Instruction

Part B8 Auxiliary Services

RESEARCH (STATE)

Part Cl Research Coordination

Part C2 New Grants

Part C3 Cont. Projects



EXEMPLARY (STATE)

Part D1 Disadvantaged
Part D2 Handicapped
Part D3 New Projects

Part D4 Continuing Projects

CONSUMER AND HOMEMAKING

Part F1 Depressed Areas
Part F2 Disadvantaged
Part F3 Handicapped
Part F4 Other

COOPERATIVE

Part Gl Employer Reimbursement

Part G2 Disadvantaged Part G3 Handicapped Part G4 Other

WORK STUDY

Part H1 Administration
Part H2A Disadvantaged
Part H2B Handicapped
Part H3 Other

Post-School Outcomes

Information concerning post-school outcomes includes such items as completion status, current employment status, current educational status, current salary of wage, fob and/or school satisfaction, information on present employment, and employer evaluation of job performance of vocational completers and early leavers. Project definition.

Fostsecondary

A program designed primarily for youth or adults who have complete, or left high school and who are available for an organized program of study in preparation for entering the labor market. TEI No. III, p. 55

Pre-Postsecondary

A secondary vocational education program with a special academic component designed for specific preparation for postsecondary occupational education programs. VEI No. III, p. 55

Program Area

The classification of occupational subject-matter includes seven major program areas: Agriculture, Distributive Education, Health Occupations Education, Home Economics, Office Occupations, Technical Education, and Trade and Industrial Occupations. Project definition.

Program Level

Vocational instructional curricula are offered at the following levels: Elementary, Middle/Junior High, High School, Postsecondary, and Adult. Project definition.

Property

The land, buildings and equipment under the jurisdiction and control of State Education agencies, school districts and any other units that operate schools. III, p. 3 (Modified)

School

A division of the LEA consisting of a group of students organized as one unit with one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings.

Secondary

A program designed for high school youth including grades 7-12. VEI No. III, p. 55

Source of Funds (Revenue)

Described in this dimension are the various origins of revenue for a local LEA. Included are sources from the local government, the intermediate governmental units such as counties and boroughs, from the state, from the federal government, and from other sources. II, p. 51.

State Education Agencies

The organizations established by law for the primary purpose of carrying out at least a part of the educational responsibilities of the State. They are characterized by statewide jurisdiction and may be composed of a State board, chief executive officer, and staff. Some State education agencies may lack one or two of these three elements, but in any case there must be either a board or a chief executive officer. The term "commission" is sometimes used synonymously with "board." Handbook II, p. 84

Vocational Education

The term 'vocational education' means vocational or technical training of the aining which is given in schools or classes (including field or laboratory work and remaidal or related academic and technical instruction incident thereto) under public supervision and control or under contract with a State board or local educational agency and is conducted as part of a program designed to prepare individuals for gainful employment as semiskille or skilled workers or technicians or subprofessionals in recognized occupations and immew and emerging occupations or to premare individuals for emrollment in advanced technical education programs, but excluding any program to prepare individuals for employment in occupations which the Commissioner decermines, and specifies by regulation, to be generally considered professional or which requires a baccalaurgate or higher degree; and such term includes vocational guidance and counseling (individually or through group instruction) in connection with such training or for the purpose of familitating occupational amoices; instruction related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training; job rlacement; the training of persons engaged as, or preparing to become, teachers in a vocational education program or preparing such teachers to meet special education needs of handicapped students; teachers, supervisors; or directors of such teachers while in such a training program; travel of students and vocational education personnel while engaged in a training program; and the acquisition, maintenance, and repair of instructional supplies, teaching aids, and equipment, but such term does not include the construction, acquisition, or initial equipment of buildings or the acquisition or rental of land. Vocational Education Act of 1968, Sec. 108

Vocational Education Completer

A student who has successfully completed the required sequence for vocational instruction in his program of study and graduated or a student who has completed vocational program requirements and left school at the end of the year, without graduating. U. S. Office of Education, Form 346-3

Vocational Education Curriculum

The sum total of organized educational experiences provided for learners, in order to prepare them for entrance and/or growth in specified occupations. Project definition.

Vocational Education Early Leaver

A student who has terminated his training in a program prior to normal completion time but who has gained marketable skills and has been employed full time in the field for which he has been trained. U. S. Office of Education Form 346-3. Also applies to students who withdraw from the curriculum and remain in school or withdraw from the curriculum and leave school without marketable skills, or students who withdraw from junior colleges, adult education programs, or other instructional programs prior to completion. Handbook V, p. 4-62, 63, 64 (Modified)

Vocational Education Expenditures

Charges incurred, whether paid or unpaid which are presumed to benefit the current fiscal year directly attributable to the conduct of vocational education whether direct or indirect. II, p. 126 (modified)

Vocational Education Staff

Persons whose relationship with the LEA or SEA meets the following criteria: (1) Perform activities or provide services under the direction or control of the agency's governing authority, for compensation or on a volunteer basis. (2) Are considered as employees for the purpose of workmen's compensation, the Federal Insurance Contribution Act, and wage or salary tax withholdings and who can be allocated by activity or assignment to the conduct of vocational education. IV, p. 113 (modified)

Vocational Education Student

A student is defined as an individual for whom instruction is provided in a vocational curriculum under the jurisdiction of a school. VI, p. 3 (modified)

Work Study Program

A school program designed to provide employment for students who could not continue in school without the financial support provided through a job. The employment may or may not be curriculumrelated. IV, p. 116.

Sources of Key Definitions

National Center for Education Statistics State Educational Records and Reports Series

- Handbook II Financial Accounting: Classifications and Standard Terminology for Local and State School Systems
- Handbook III Property Accounting for Local and State School Systems
- Handbook IV Staff Accounting Classifications and Standard Terminology for Local and State School Systems
- Handbook V Student Accounting: A Handbook of Standard Terminology and a Guide for Using Student Information in Elementary School Systems
- Handbook VI Standard Terminology for Curriculum and Instruction in Local and State School Systems
- Handbook VII The State Education Agency: A Handbook of Standard Terminology and a Guide for Recording and Reporting Information about State Education Agencies

United States Office of Education Reporting Form 346-3 4/74.

Vocational Education Amendments of 1968, PL90-576, Section 108.

Vocational Education Information No. III, p. 55.

